



2013

# Bridgewater State University Undergraduate & Graduate Catalog 2013-2014

Bridgewater State University

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UNDERGRADUATE & GRADUATE

# CATALOG

2013•2014



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BRIDGEWATER

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STATE UNIVERSITY

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# 2013-2014 UNIVERSITY CATALOG

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## ABOUT BRIDGEWATER STATE UNIVERSITY

Since the time of its founding in 1840, Bridgewater State University has remained steadfast in its commitment to empower individuals and to instill in its students and faculty a deep appreciation for the public good. Upon this enduring foundation are built the following strategic priorities for the 21<sup>st</sup> century:

**Maximizing** the intensity, diversity and richness of teaching and learning relationships forged between faculty, students and members of the broader community;

**Promoting** a rigorous and dynamic institutional environment focused on developing and enhancing leadership skills;

**Expanding** the university's ability to foster the cultural, scientific, economic and intellectual capacity of Southeastern Massachusetts;

**Increasing** global and cultural awareness and encouraging a diversity of perspectives on campus and in the region; and

**Serving** as an agent of social justice and sustainable practices, instilling in all members of the university community a deeper understanding of the impact they each have on the greater good and our world.

As the comprehensive teaching university of Southeastern Massachusetts, BSU has a responsibility to educate the residents of Southeastern Massachusetts and the commonwealth, and to use its intellectual, scientific and technological resources to support and advance the economic and cultural life of the region and the state.

While maintaining its historic focus on the preparation of teachers, Bridgewater State University provides a broad range of baccalaureate degree programs through its Louis M. Ricciardi College of Business, College of Education and Allied Studies, College of Humanities and Social Sciences, and Bartlett College of Science and Mathematics. At the graduate level, the College of Graduate Studies offers Master of Arts and Master of Science in select disciplines, as well as Master of Arts in Teaching, Master of Business Administration, Master of Science in Accountancy, Master of Education, Master of Public Administration and Master of Social Work. In addition, Bridgewater State University prepares educators for postbaccalaureate and postmaster's licensure.

Through the extensive information technology and distance education resources available at BSU, including the John Joseph Moakley Center for Technological Applications, the university has made technology an integral component of teaching and learning on campus, and is a regional center for the enhancement of teaching through technology for PreK-12 teachers and university faculty.

The university's growing number of innovative academic programs helps to ensure that Bridgewater State University students are prepared to think critically, communicate effectively and act responsibly within a context of personal and professional ethics. For example, the Academic Achievement Center, and particularly its first-year advising program, is often cited as a model for other institutions to follow. At the same time, the Adrian Tinsley Program for Undergraduate Research represents an unparalleled opportunity for students to work closely with faculty mentors and to present research and creative work at regional and national conferences.

Bridgewater State University benefits from Connect, its regional partnership with other public higher education institutions in the region – the University of Massachusetts Dartmouth, Massachusetts Maritime Academy, Massasoit Community College, Bristol Community College and Cape Cod Community College. Connect coordinates the academic, administrative and development activities of public higher education in Southeastern Massachusetts, and introduces shared activities and programs among member institutions.

## BSU HISTORY

Spearheaded by public education pioneer Horace Mann, Bridgewater State University – then known as Bridgewater Normal School – was founded in 1840. It has grown from its first home – a single room in the basement of Bridgewater Town Hall – to become the largest of the nine Massachusetts state universities and the third largest of the 29 public college and university campuses in the commonwealth.

Almost 12,000 full-time and part-time undergraduate and graduate students are enrolled at Bridgewater; the full-time faculty numbers 321, representing a net gain of more than 65 since fall 2002. More than 90 undergraduate and graduate programs are offered by the university's five colleges and one school – Louis M. Ricciardi College of Business, College of Education and Allied Studies, College of Humanities and Social Sciences, Bartlett College of Science and Mathematics, College of Graduate Studies and the School of Social Work. The 272 acre campus is home to 38 academic, administrative and residential buildings.

Alumni and friends have raised more than \$19.5 million to support faculty and student research, a myriad of undergraduate and graduate scholarships, international study opportunities and award-winning publications. These private investments complement growing levels of public support for the institution.

In recent years, the university and the commonwealth have committed nearly \$3 million for classroom upgrades, \$7 million for an extensive library renovation, \$5 million for renovations of all dining halls, \$6 million for bleachers, press box and synthetic football field and a top-to-bottom renovation and expansion of two residence halls. Currently under construction is a \$58 million 500-bed residence hall. The commonwealth's investment of \$98.7 million for Bridgewater State's new Science and Mathematics Center constitutes the single largest capital project ever undertaken by an institution in the state university system.

Vital to the long-term success of the institution is its recognition throughout the state and nation as an educational leader in the use of technology to improve teaching and learning. The first step in that direction took place in 1992, when Bridgewater secured a \$10 million federal grant to build the John Joseph Moakley Center for Technological Applications. For two consecutive years, *Yahoo! Internet Life* magazine named Bridgewater among the "100 Most-Wired Universities and Colleges in America," and the university earned the number six spot on Intel Corporation's "Most Unwired College Campuses Survey."

Together, these developments have combined to strengthen the university's academic mission and expand its public service role. They were built on a series of initiatives that trace back to 1960, a watershed year in the life of the institution when a full-scale transition from an exclusively teacher-training institution to a comprehensive liberal arts university began.

Until that time, Bridgewater had been relatively small – approximately 500 students – but enjoyed a national and international reputation for excellence in teacher preparation. The preparation of the next generation of quality teachers remains a top priority, as evidenced by the institution's 50-plus years of continuous accreditation by the National Council for Accreditation of Teacher Education.

While the institution's earliest years were times of great challenge, efforts never faltered to continue strengthening the curriculum, and each succeeding generation left Bridgewater State University stronger than the generation that went before. The thriving and dynamic institution we see today is the best evidence of the success of that enduring commitment.



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**Susan Ann Todd**

*Professor of Psychology*

*Member of Graduate Faculty*

BA, PhD (Vanderbilt University)

**Lee Torda**

*Assistant Professor of English*

BS (Ohio University); MA (University of Maine); PhD (University of North Carolina at Greensboro)

**Quoc Tran**

*Assistant Professor of Economics*

BA (University of Oklahoma); MS, PhD (University of Texas)

**Elizabeth Veisz**

*Assistant Professor of English*

BA (Stanford University); MA, PhD (University of Maryland)

**Kathleen Vejvoda**

*Associate Professor of English*

*Member of Graduate Faculty*

BA (University of Massachusetts at Boston); MA, PhD (The University of Texas at Austin)

**Stephen Waratuke**

*Associate Professor of Chemical Sciences*

BA (University of Pittsburgh); PhD (Purdue University)

**Jeffrey Webb**

*Assistant Professor of History*

BA (University of Colorado); AM, PhD (Harvard University)

**Jody Weber**

*Associate Professor of Theater*

BFA (State University of New York at Purchase); MA (American University); PhD (Boston University)

**Sarah Wiggins**

*Associate Professor of History*

BA (Hendrix College); MA, PhD (University of London)

**Jeffrey J. Williams**

*Professor of Physics*

*Member of Graduate Faculty*

BS (Massachusetts College of Liberal Arts); PhD (Clark University)

**Judith Willison**

*Assistant Professor of Social Work*

BS (University of Massachusetts at Amherst); MSW (Boston College); PhD (Simmons College)

**Kimberly A. Wise**

*Assistant Professor of Movement Arts, Health Promotion and Leisure Studies*

BS, MS (Barry University), EdD (Northeastern University)

**Nancy L. Witherell**

*Professor of Education*

*Member of Graduate Faculty*

BA (University of Massachusetts Dartmouth); MEd (University of Maryland); EdD (University of Massachusetts at Lowell)

**Catherine Womack**

*Professor of Philosophy*

BA (University of South Carolina); PhD (Massachusetts Institute of Technology)

**Richard Wright**

*Associate Professor of Criminal Justice and Chairperson of the Department of Criminal Justice*

*Member of Graduate Faculty*

BA (Burlington College); MA, PhD (University of Massachusetts at Boston)

**Wendy L. Wright**

*Assistant Professor of Criminal Justice*

BA (Brandeis University); MA (William Patterson University); PhD (Rutgers University)

**Tong-Ching Wu**

*Assistant Professor of Movement Arts, Health Promotion and Leisure Studies*

BEd, MA, PhD (McGill University)

**Lynne R. Yeamans**

*Associate Professor of Education*

*Member of Graduate Faculty*

BS (Bridgewater State College); MSPE (Smith College); EdD (Harvard University)

**Steven G. Young**

*Professor of Music*

*Member of Graduate Faculty*

B.Mus (Barrington College); M. Mus (New England Conservatory of Music); DMA (Boston University School of Arts)

**Chien Wen Yu**

*Assistant Professor of Management*

BA (Beijing Foreign Studies); BA (Davidson College); MBA (Wake Forest University); PhD (Tarlac State University)

NOTE: All faculty listed are full-time faculty 2013-2014

## LIBRARIANS

### **Michael Somers**

*Director of Libraries*

BA (Oakland University); MA, MA (Purdue University); MLIS (University of Michigan)

### **Christine Brown**

*Librarian*

*Educational Resources Center*

BA (State University of New York at Stony Brook); MEd (Fitchburg State College); MS (Simmons College)

### **Sheau-Hwang Chang**

*Senior Librarian*

*Library Systems*

MLS (University of Alabama); MS (Bridgewater State College)

### **Marcia Dinneen**

*Librarian*

*Reference Department (Coordinator of Reference Services)*

BA (Mount Holyoke College); MLS (Columbia University); MA (Boston College); PhD (University of Rhode Island)

### **Ellen Dubinsky**

*Assistant Librarian*

*Digital Services*

BS (Northwestern University); MLS (University of Missouri)

### **Kristina Edwards**

*Assistant Librarian*

*Collection Development and Acquisition Services*

BS (University of Hartford); MLIS (Simmons College)

### **Pamela Hayes-Bohanan**

*Librarian*

*Reference Department (Coordinator of Library Instruction)*

BA (University of Maryland); MA (Miami University); MLS (University of Arizona)

### **Orson Kingsley**

*Associate Librarian*

*Archives and Special Collections*

BA (Siena College); MA, MS (State University of New York at Albany)

### **Cynthia J. W. Svoboda**

*Associate Librarian*

*Access Services*

BA (Bridgewater State College); MLIS (University of Rhode Island)

## ADMINISTRATIVE AND OTHER UNIVERSITY OFFICES

For department location and contact information, click on the link below.

[www.bridgew.edu/Directory/](http://www.bridgew.edu/Directory/)

## ACCREDITATIONS AND CERTIFICATIONS

### NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

Bridgewater State University is accredited by the New England Association of Schools and Colleges, Inc., through its commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution.

Individuals may also contact:

Commission on Institutions of Higher Education

New England Association of Schools and Colleges

209 Burlington Road

Bedford, MA 01730-1433

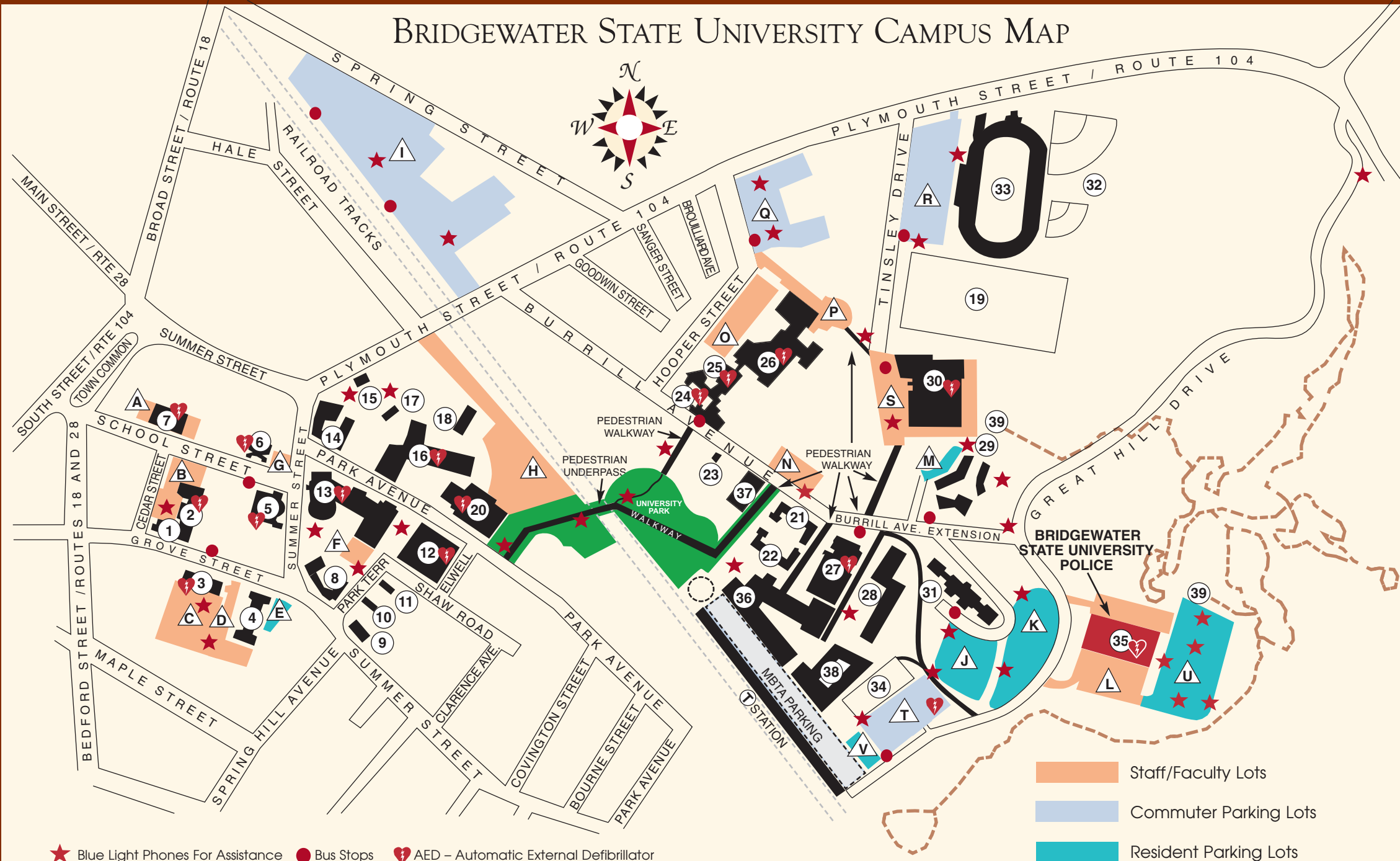
(617) 271-0022

E-mail: [cihe@neasc.org](mailto:cihe@neasc.org)

### OTHER ACCREDITATIONS AND CERTIFICATIONS

- *Accreditation Board for Engineering and Technology*
- *American Chemical Society*
- *Commission on Accreditation of Athletic Training Education*
- *Council on Social Work Education*
- *Council for Accreditation of Counseling and Related Educational Programs*
- *Federal Aviation Administration*
- *Interstate Certification Compact*
- *National Association of Schools of Music*
- *National Association of Schools of Public Affairs and Administration*
- *National Council for the Accreditation of Teacher Education*

# BRIDGEWATER STATE UNIVERSITY CAMPUS MAP



## BUILDINGS

- 1 Gates House, 40 Cedar St. (undergraduate admission)
- 2 Boyden Hall, 131 Summer St. (registrar)
- 3 Harrington Hall, 95 Grove St.
- 4 Woodward Hall, 115 Grove St. (student residence)
- 5 Tillinghast Hall, 45 School St. (financial aid)
- 6 Art Center, 40 School St.
- 7 Hunt Hall, 26 School St.
- 8 Scott Hall, 170 Summer St. (student residence)
- 9 Summer Street House, 180 Summer St. (political science)
- 10 Davis Alumni Center, 25 Park Terrace
- 11 Barry House, 29 Park Terrace
- 12 Maxwell Library, 10 Shaw Rd. (graduate admission)
- 13 Rondileau Campus Center, 19 Park Ave.
- 14 Pope Hall, 4 Park Ave. (student residence)
- 15 International Scholar House, 25 Plymouth St.
- 16 Science and Mathematics Center, 24 Park Ave. Astronomy Observatory
- 17 Greenhouse and Stearns/McNamara Memorial Garden, 16 Park Ave.
- 18 Central Steam Plant, 34 Park Ave. Rear
- 19 Athletic Fields
- 20 Kelly Gymnasium, 34 Park Ave.
- 21 Miles Hall, 115 Burrill Ave. (student residence)
- 22 DiNardo Hall, 115A Burrill Ave. (student residence)
- 23 MSCA, 91 Burrill Ave. (faculty union office)
- 24 Moakley Center, 100 Burrill Ave. (continuing and distance education)
- 25 Hart Hall, 90 Burrill Ave.
- 26 Burnell Hall, 66 Hooper St.
- 27 East Campus Commons, 125 Burrill Ave. (bookstore)
- 28 East Hall, 135 Burrill Ave. (student residence)
- 29 Great Hill Student Apartments, 120-128 Burrill Ave. (student residences)
- 30 Tinsley Center, 325 Plymouth St.
- 31 Shea Hall and Durgin Hall, 160 Burrill Ave. (student residences)
- 32 Alumni Park (baseball/softball complex)
- 33 Swenson Athletic Complex
- 34 Rosen Tennis Courts
- 35 University Police Headquarters, 200 Great Hill Drive Operations Center, 200 Great Hill Drive (Central Receiving)
- 36 Crimson Hall, 200 East Campus Drive (student residence)
- 37 Burrill Office Complex, 95 Burrill Ave.
- 38 Weygand Hall, 351 Great Hill Drive (student residence, wellness center)
- 39 Great Hill Recreation Trail (entrance)

## PARKING AREAS

- |                              |                         |
|------------------------------|-------------------------|
| A Hunt Hall Lot              | K Great Hill Drive Lot  |
| B Boyden Hall Lot            | L Operations Center Lot |
| C Harrington Hall Lot        | M Apartments Lot        |
| D Woodward Hall Driveway Lot | N Moakley Center Lot    |
| E Woodward Hall Lot          | O Burnell Hall Lot      |
| F Campus Center Lot          | P Children's Center Lot |
| G Art Center Lot             | Q Hooper Street Lot     |
| H West Campus Lot            | R Swenson Field Lot     |
| I Spring Street Lot          | S Tinsley Center Lot    |
| J Shea/Durgin Lot            | T Parking Garage        |
|                              | U Tower Lot             |
|                              | V Weygand Lot           |

All parking lots have handicapped parking spaces

## THE EDUCATIONAL ENVIRONMENT

A diverse array of academic programs, close association with a superb faculty, extensive online and technological resources, opportunities to learn and grow outside of the classroom, and a supportive network of advisers and counselors are the key elements of the academic environment at Bridgewater State University.

A wide variety of service learning, study abroad, cultural and social activities complement the learning process and add rich dimensions to the total academic experience.

The university is committed to fostering student success. Faculty and staff strive to help each student work to achieve her or his full potential. The university's long tradition of academic excellence is built upon a foundation of challenging studies, an intellectually stimulating atmosphere, and a tradition of community service and partnership.

Rapid advances in technology have created new opportunities for learning and require new skills in the ability to assimilate complex ideas.

## THE FACULTY

Bridgewater State University has an outstanding faculty of women and men who are dedicated to teaching as a career, not just a vocation. Bridgewater State University professors are nationally recognized for their expertise in their fields of study. Ninety-two percent hold terminal degrees in their fields and many faculty members serve as consultants and advisers to corporations, nonprofit organizations, school systems and government agencies. Other faculty provide leadership to professional societies and conduct pioneering research in their respective fields. Students may work closely with faculty through a variety of means including internships, research or the Honors Program.

## CLEMENT C. MAXWELL LIBRARY

The Maxwell Library is a hub of activity conveniently located on West Campus. The library provides a variety of information resources and electronic tools for student and faculty use in a comfortable and inviting environment. Open more than 90 hours each week, the library is staffed by highly qualified professionals and support personnel skilled at satisfying research, reference and general interest requests.

The library's core collection of print and electronic materials is complemented by a substantial collection of videos, DVDs and CDs.

Students and faculty can discover the wealth of books, newspapers, periodicals, sound recordings and movie titles using the library's online public access catalog, Webster. With approximately 300,000 volumes, more than 31,000 periodical subscriptions and nearly 100 electronic bibliographic and full-text article databases, the library provides students and faculty with access to a breadth of information sources supporting their classroom and research needs. The library is dedicated to providing resources in all subject disciplines taught by the university's faculty.

Because the library has both hard-wired and wireless networks, students can work anywhere in the building using their notebook computers. They can also use the desktop computers to search the catalog and website, [www.bridgew.edu/library](http://www.bridgew.edu/library). Since most of these computers include a suite of applications such as Microsoft Word and Excel, students can find information resources and complete their course assignments at the same time. The library is a place for learning and a portal to knowledge.

## DEPARTMENTAL RESOURCES

The university offers extensive computer facilities for instructional purposes and resources that range from a Zeiss Electron Microscope in the Department of Biological Sciences and an astronomy observatory in the Department of Physics to a writing studio offered by the Department of English.

Facilities for weaving, ceramics, sculpture and painting are available in the Department of Art. Three flight simulators are provided by the Department of Aviation Science at the New Bedford BSU Flight Training Center. These and many other resources support the educational mission of the university and ensure that Bridgewater State University students can learn and apply contemporary knowledge and skills. Additional resources may be found in each academic department section of this catalog.

## DISABILITY RESOURCES

In compliance with the Americans with Disabilities Act of 1990, the ADA Amendments Act (ADAAA) of 2008 and Section 504 of the Rehabilitation Act of 1973, Bridgewater State University is committed to making its facilities, services and programs accessible to all students. The Disability Resources Office offers support and assistance to students with disabilities who are enrolled in the University. Individuals with disabilities are encouraged to identify with the Disability Resources Office and provide appropriate documentation that is evaluated on a case-by-case basis. Services and academic accommodations may include, but are not limited to, adaptive technology, testing accommodations, alternate format materials, interpreter services, priority registration, peer mentoring and leadership advocacy. Students must request services in a timely manner each semester by contacting the Disability Resources Office, located in the Academic Achievement Center in the Clement C. Maxwell Library, or call 508.531.2194 or TTY 508.531.6113. Further information about the services, programs and policies of the Disability Resources Office may be found on the Web page at [www.bridgew.edu/aac/disability\\_resources.cfm](http://www.bridgew.edu/aac/disability_resources.cfm).



## THE ONLINE WORLD AND TECHNOLOGY

### Moodle, Blackboard and InfoBear

Many of the courses at Bridgewater State University are enhanced by course websites developed through Moodle and Blackboard learning portals. Using their personal Moodle/Blackboard account, students enroll in their course websites; gain access to course syllabi, materials and other information posted by the professors; engage in online discussions; collaborate with fellow students; view grades on assignments and tests in a course; and, at times, take quizzes or prepare for exams in the online environment.

InfoBear is a Web-based service provided by Bridgewater State University to allow quick and convenient access to each student's course enrollment, transcripts showing progress toward graduation, course grades and other information. Students also register for courses through InfoBear, which is available through the university website and requires a student identification number and personal identification number.

### Distance Education

Bridgewater State University offers several learning options: Web only (100% online); Web-Based with some lecture (80% online/20% face-to-face); Web-Hybrid (50% online/50% face-to-face); and DVD courses which include instruction through several face-to-face classroom meetings. Students are required to have access to the Internet to participate in the Web, Web-Based and Web-Hybrid courses.

### Wireless Network

Bridgewater State University has provided wireless network connectivity across the entire campus since fall 2001. Faculty, staff, students and visitors are able to connect to the network from anywhere on campus, including classrooms, labs, offices, lounges, the library and outdoors. This enables users to access the Internet, read email and connect to all of the university's online resources at any time. Due to wireless access points being placed throughout the university campus, students can walk from one side of the campus to the other while remaining connected to the network.

## BSU FACULTY-LED STUDY TOURS AND SUMMER PROGRAMS

Short-term, faculty-led study tours and summer programs to international locations are offered for undergraduate or graduate university credit. Each course is designed by a Bridgewater State University faculty member according to his/her regional and academic expertise, providing an opportunity for students to explore, firsthand, different cultures and regions of the world. These courses, which vary in length from 10 days to six weeks, are offered during winter intersession and summer. Study tour destinations have included Cape Verde, China, Spain, England, France, Japan, Nicaragua and Tanzania. Students from all majors and academic classes are encouraged to participate. The Bridgewater-at-Oxford program offers three weeks of summer study at Oxford University in England with a choice of political science/law, art history, English literature or English history. The BSU Jordan Arabic Language Immersion program offers a six-week intensive Arabic language program at Yarmouk University in Amman, Jordan. Visit [www.bridgew.edu/studyabroad/](http://www.bridgew.edu/studyabroad/) for more information. The Office of Study Abroad is located in the Minnock Center for International Engagement, Third Floor, Maxwell Library.

## CROSS REGISTRATION PROGRAMS

### CAPS

College Academic Program Sharing (CAPS) is designed to provide full-time students attending a Massachusetts state college or university the opportunity to study at another state college or university for the purpose of adding a different or specialized dimension to their undergraduate studies. Colleges and universities participating in this program include Fitchburg State University, Framingham State University, Massachusetts College of Art, Massachusetts College of Liberal Arts, Massachusetts Maritime Academy, Salem State University, Westfield State University and Worcester State University. BSU students may participate for one or two semesters and complete up to 30 semester hours of credit without going through formal admission or registration procedures. Tuition is covered within the student's full-time tuition charge at Bridgewater State University. Courses taken under the CAPS program are not included in the student's GPA. All BSU students who wish to cross-register as part of the CAPS program must apply through the Registrar's Office, Boyden Hall. Students from another college or university who wish to take courses at BSU through CAPS must work with the Registrar's Office at their home institution.

### SACHEM

Through the Southeastern Association for Cooperation of Higher Education (SACHEM) program, qualified full-time BSU students may cross-register for up to two courses each semester without going through formal registration procedures. Tuition is covered within the student's full-time tuition charge at Bridgewater State University. Courses taken under the SACHEM program are not included in the student's GPA. Colleges and universities participating in this program include Bristol Community College, Cape Cod Community College, Dean College, Massachusetts Maritime Academy, Massasoit Community College, Stonehill College, University of Massachusetts at

Dartmouth and Wheaton College. All BSU students who wish to cross-register as part of the SACHEM program must apply through the Registrar's Office, Boyden Hall. Students from another college or university who wish to take courses at BSU through SACHEM must work with the Registrar's Office at their home institution.

# THE UNDERGRADUATE ACADEMIC EXPERIENCE

## Learning Resources

Bridgewater State University's undergraduate program provides fundamental knowledge in different areas of study as well as specialized, in-depth knowledge and skills in a major area. Each student acquires the knowledge and skills to communicate effectively, think logically, work quantitatively, and evaluate and assimilate information from a variety of sources. These skills are critically important to a life of learning and personal and professional growth.

The core of the Bridgewater State University academic experience is the study of liberal arts. Every student, regardless of major, completes the core curriculum – a general course of study that provides a foundation for studies in each major. Distribution requirements include fine and performing arts, humanities, natural sciences and social/behavioral sciences. Most of the core curriculum is completed during the first two years, with the last two years focused on the major field of study.

Emphasis is placed on reading, writing and oral communication skills. Business executives rank proficiency in communication as the most important skill an employee can possess. The ability to collect and integrate information, organize one's ideas, express these ideas logically and clearly, and respond to the ideas of others is rooted in language skills.

The university has a rich and varied array of majors, minors and program options. For the undergraduate student, there is a broad spectrum of more than 100 such possibilities.

## The Academic Achievement Center

The Academic Achievement Center houses a variety of programs and services, some of which are listed below, that support the adjustment to university life and the academic success of students. The Academic Achievement Center is located on the ground floor of the Maxwell Library.

## The Haughey Academic Advising Program

The advising program serves freshmen, new transfer students and all other students who have yet to declare an academic major.

Freshmen and transfer students are introduced to the advising program during orientation. Freshmen continue to participate in advising sessions throughout the first semester of enrollment. The advising program strives to help each student plan a program of study and make a successful and happy transition to university life.

A variety of services is available to help strengthen skills most essential to effective learning both in the University and throughout life. Learning assistance services are based on the university's commitment to provide students with every opportunity to build upon strengths they have while correcting any deficiencies. This assistance is provided through specialized courses in English and mathematics and through the following services offered in the Academic Achievement Center:

**Accounting and Finance Lab** – assists with mastery of entry-level accounting skills

**Communication Lab** – assists with preparation of oral presentation through services that teach strategies for topic selection, outline development and research, as well as through opportunities for presentation practice

**Mathematics Services** – students participate in individual or small-group tutoring to support mastery of content in any mathematics course

**Academic Coaching and Research Services** – Learning assistance in Academic Coaching and Research provides assistance to students regarding general study, organizational and research skills; time management; use of electronic databases found on the Maxwell Library website; organization of course notes; note-taking strategies; highlighting of key text information; strategies for combining class lectures with textbook information; and test-taking strategies

**Writing Studio** – students are provided individualized assistance to strengthen skills at all stages of the writing process

**Second Language Services** – assists students who are developing college-level English language skills through consultation, tutoring and conversation partners

**Disability Resources** – serves students with documented disabilities through academic counseling, peer mentoring and classroom accommodations

## Math Readiness Program

Students may be assigned to a math readiness course as a result of the students' high school records, SAT scores and performance on a placement examination generally given during Freshman Orientation. A student may also request this assistance, which the University is pleased to provide.

Math readiness courses are graded on a (S) satisfactory/(U) unsatisfactory basis and will not be calculated in the student's cumulative grade point average. Students assigned to a readiness course must complete the course successfully before attempting any other course in mathematics. (The credit earned in any Introductory College Skills: Mathematics may not be used to satisfy Core Curriculum Requirements nor may it be applied toward the minimum number of credits required for graduation in any major.)

The University provides two math readiness courses, and each student should select the one appropriate for their major. No student will be permitted to take both. Students who wish further information about these courses should consult with the chairperson of the Department of Mathematics, the Director of Mathematics Services or the Director of the Academic Achievement Center.

MATH 090 - Math Readiness - Fundamental principles of arithmetic, algebra and geometry. Provides preparation for non-precalculus-based college-level mathematics only.

MATH 095 - Precalculus Readiness - Individualized, self-paced review of fundamental techniques of beginning and intermediate algebra. Provides preparation for precalculus courses.

### **Continuing and Distance Education**

Continuing and Distance Education offers students an opportunity to complete a degree started years ago, take courses around a busy work or family schedule, further their knowledge, gain professional experience or learn something new for personal enjoyment. The Office of Continuing and Distance Education works closely with the academic colleges to provide credit courses offered after 4 pm, off campus, on weekends, during intersession and during the summer. The office is responsible for all undergraduate and graduate courses offered via distance learning. Continuing and Distance Education also provides noncredit online courses and certificate programs. For more information, contact the Continuing and Distance Education Office at 508.531.2788 or visit the website at [www.bridgew.edu/cde](http://www.bridgew.edu/cde).

## **TECHNOLOGICAL RESOURCES**

Bridgewater State University strives to remain in the forefront of educational technology. A wireless network across campus, an array of technology-enhanced courses, classrooms and laboratories that integrate technology, a robust residence network service, and a program for student notebook computers combine to give Bridgewater State University students an advantage in our technologically based society. See "The Educational Environment" section of this catalog for additional details.

### **The Computer Notebook Program**

The university's computer notebook program, initiated in fall 2004, builds upon the university's strengths in technology to engage all students at Bridgewater State University in a technology-rich educational experience and to help students develop skills that will be invaluable before and after graduation. Students can access the Internet using the university's wireless network, find and view course information and communicate with their classmates, and stay connected at home to keep up on e-mail and homework.

Beginning with freshmen entering in the Fall of 2004 and applying to all subsequent entering classes, the university requires new full-time undergraduate students to own a notebook computer. This policy also applies to full-time transfer students whose accumulated credits place them in a graduating class for which notebooks are required. Students may purchase a computer on their own that meets the minimum specifications or may purchase their notebook through the university's agreement with a selected vendor offering competitive prices and the standard suite of office software. More information about the notebook program can be found at <http://notebooks.bridgew.edu/>.

### **Residence Network**

The Bridgewater State University ResNet program is an all-in-one education and entertainment package provided to resident students. ResNet includes high-speed Internet service (wired and wireless), cable TV services, on-demand and premium movies, telephone service and residence hall printing stations.

- BSU offers wired and wireless network access to resident students. The wireless network is state-of-the-art and offers connectivity across the entire campus. Wired service is offered by request.
- BSU cable TV provides resident students with cable television service. Our cable TV service is delivered in standard digital and high definition digital consisting of 100+ channels. Our premium channels include Showtime and HBO.
- BSU offers Residence Life Cinema movie channels and Residence Life Cinema on-demand movie viewing. ResLife Cinema provides BSU residents with newly released movies on their television. The Residence Life Cinema 'on-demand' service allows resident students to watch selected movies at any time of the day or night on their computer.
- In the common room lounges, we offer Netflix streaming and Blu-Ray DVD players.
- BSU telephone service is provided by request to resident students. BSU telephone service allows local and room-to-room dialing. Long distance dialing is allowed, however, students must purchase a calling card.
- One print station is located in each residence hall. This service is provided for both Mac and Windows operating systems.

The ResNet fee, charged once per semester, provides these services and support to resident students. Complete ResNet program information can be found at <http://resnet.bridgew.edu/>. For further information and news, "Like" us on Facebook at [www.facebook.com/BSURESNET](http://www.facebook.com/BSURESNET).

## **OPPORTUNITIES FOR LEARNING BEYOND THE CLASSROOM**

### **The Honors Program - Cultivating Engaged Citizen Scholars**

The Honors Program at Bridgewater State University offers incentives and resources to support students by helping them achieve their highest potential as scholars and campus leaders. Honors students are able to enroll in small classes that cultivate close student-faculty relationships. Honors courses foster the vigorous and thorough exchange of ideas and develop the investigative, analytical and creative skills necessary for scholarly research. Additionally, Honors students have the opportunity to build community, promote social justice and encourage academic excellence through the development of Honors programming and events. Honors students serve as campus leaders, mentor students new to the Honors Program, and serve as role models to all students. The program does not require students to complete additional course work beyond the credit hours necessary for graduation; instead, students earn honors credits by taking honors sections of regular courses and/or honors colloquia during their freshman and sophomore years, and by undertaking individualized research

programs with faculty mentors during their junior and senior years. For information on funds available to support student research, see "The Office of Undergraduate Research and the Adrian Tinsley Program for Undergraduate Research" below. For all honors work completed with a grade of B (3.0) or higher, students receive honors credit on their transcripts, and those who complete the program receive an honors degree – a goal worth serious effort both for the intrinsic satisfaction it brings and the advantages it provides at a time of strong competition for graduate and career opportunities.

### **Commonwealth and Departmental Honors**

Students can participate in the Honors Program by undertaking all of the requirements listed for Commonwealth Honors or by undertaking the requirements listed under junior and senior years for Departmental Honors only. Commonwealth Honors thus runs throughout a student's undergraduate career, whereas Departmental Honors takes place only in the student's last two years. Commonwealth Honors includes the requirements for Departmental Honors. A student might undertake only Departmental Honors if he or she transferred to Bridgewater State University or developed an interest in pursuing honors work during after their freshman year.

A complete description of the opportunities and requirements for the Honors Program is available at [www.bridgew.edu/honorsprogram/](http://www.bridgew.edu/honorsprogram/) or the "Undergraduate Academic Programs" section of this catalog.

### **The Office of Undergraduate Research**

The Office of Undergraduate Research (OUR) advances the culture of scholarly and creative excellence at Bridgewater State University by supporting curricular and co-curricular undergraduate research; educating students about how research fits into a university career and the role it can play in realizing post-university goals; and, in cooperation with the Adrian Tinsley Program, creating mentored research and creative opportunities for any student in any major with the spark of interest and the commitment to see it through. For information, contact us at 508.531.2303 or visit the OUR website at [www.bridgew.edu/our](http://www.bridgew.edu/our).

### **The Adrian Tinsley Program for Undergraduate Research**

The Adrian Tinsley Program (ATP) provides financial support for undergraduate research, scholarship or creative work in all disciplines, conducted over the course of a semester, summer or longer. The project may include laboratory research in the physical and life sciences; research in education, mathematics or business; scholarship in the humanities and social sciences; creative writing; or stage performances, displays or research in the visual arts and design. Students conduct their own independent research under the guidance of a BSU faculty member, librarian or instructor, and share their results in a public forum. ATP supports undergraduate research through a variety of opportunities outlined here. For complete information on available grants, see our website at [www.bridgew.edu/ATP](http://www.bridgew.edu/ATP).

**Summer Grants** are awarded to students for ten weeks of in-depth research work conducted during the summer under the mentorship of a full-time BSU faculty or librarian mentor. The grant includes a stipend for the student, additional money for research expenses, and a stipend for the mentor.

**Semester Grants** are awarded each semester to individual students or small groups to offset the costs of research-related supplies and travel.

**Travel Grants** support students who present their research at regional or national conferences, by funding travel, lodging, registration and related fees.

**The National Conference on Undergraduate Research.** BSU sends students to the National Conference on Undergraduate Research (NCUR), held in a different location each year.

**The Undergraduate Research Symposium** takes place in April each year in the Moakley Center and showcases undergraduate research through oral and poster presentations and displays. Faculty, staff, students, administrators and guests are welcome.

**The Undergraduate Review: A Journal of Research and Creative Work** publishes undergraduate research annually. For more information and submission guidelines, see <http://www.bridgew.edu/OUR/>.

**Mid-Year Symposium for First and Second Year Students** takes place each December and showcases early experiences in research by individuals and groups at the university. Faculty, staff, administrators and guests are welcome.

## **THE BRIDGE: A STUDENT JOURNAL OF FINE ARTS**

*The Bridge* is a journal of fiction, nonfiction, poetry, drama and visual art created and published by undergraduate students and alumni. Once each year, students and alumni are invited to submit their creative works which are competitively selected by a student editorial board. For more information, contact *The Bridge* at [thebridgejournal@bridgew.edu](mailto:thebridgejournal@bridgew.edu).

## **INTERNSHIPS**

Internships consist of both on- and off-campus work experience with a site supervisor/employer for academic credit under the guidance of a faculty member or noncredit through the Internship Program. Internships allow students to gain career-related experience while still an undergraduate, an important factor in finding the first professional position. Students interested in internships should first check with their academic department if they wish to receive credit. Credited internships are usually tied to a student's academic major. Students need to have completed a specific number of credit hours and go through a formal approval process before credit can be awarded. To determine possible internship sites, students should check with their academic department as well as the Office of Career Services' Internship Program, which maintains a database of internship opportunities in the region. Some students who choose to do an internship, but do not need credit, may want to meet with the career services internship adviser to help locate opportunities, prepare for the internship interview, develop a cover letter and resume and learn important tips for getting the most from the experience. These services are offered to any

student looking for an internship whether or not it is for credit. For further information, see the "Undergraduate Academic Programs" section of this catalog.

## COMMUNITY SERVICE AND SERVICE-LEARNING

Bridgewater State University believes firmly in the relevance and importance of experiential learning in all of its academic and co-curricular programs. A number of faculty incorporate service-learning into their courses fostering its value as an effective pedagogy in developing our students' knowledge, skills and self-awareness. As a teaching method that uses community service to help students gain a deeper understanding of course objectives, acquire new knowledge and engage in civic activity, service-learning enhances students' learning experience on campus and in the local and global community.

Service-learning courses address a community identified need and involve student service to a community agency, institution or organization. Students enrolled in a service-learning course are required to participate in at least ten hours of service-oriented activity and individual or group exercises reflecting on the experience, demonstrating a connection between the service activity and the course objectives. More information about service-learning courses is available at <http://www.bridgew.edu/servicelearning/>.

The University's Community Service Center is currently located in the Burrill Office Complex, within the Institute for Social Justice. It's focus is to engage the regional and national community, with a focus on addressing and solving social problems. Student leadership programs run through the Community Service Center include: Jumpstart, Friends and Mentors (FAM) for Change, domestic alternative break trips, and programs that focus primarily on poverty and homelessness, youth development and education. More information about the Community Service Center, including service-learning and volunteer opportunities is available at <http://www.bridgew.edu/CommunityService/>.

## CHILDREN'S PHYSICAL DEVELOPMENTAL CLINIC

For more than 40 years, Bridgewater State University has sponsored the Children's Physical Developmental Clinic (CPDC), a nationally recognized academic program fostering professional engagement, service learning and leadership development. The CPDC affords students from all majors a challenging opportunity to volunteer as student clinicians working with children and youth with disabilities, ages 18 months to 18 years.

The aim of the clinic program is to improve the "total development" of children with disabilities by enhancing vital physical, motor and aquatic skills and patterns. In addition, the program stresses the improvement of children's self-esteem by strengthening emotional-social aspects of their personalities through successful involvement in play, recreation and sport activities.

Over a hundred students serve as clinicians and group leaders each semester, making the CPDC the largest student organization on campus. Over the years, BSU students have determined that the CPDC not only augments their professional preparation; but, upon graduation, is most critical to them when seeking employment and entrance to graduate school.

## STUDY ABROAD AND NATIONAL STUDENT EXCHANGE

The Bridgewater State University Office of Study Abroad offers over 75 study abroad programs in more than 35 countries all over the world. Students can study as far away as China or as close as Canada, in a small village, on a coffee plantation, or on a large ship at sea. A student might take courses at a university in Ireland, Hong Kong or Australia; student teach at a school in England or Puerto Rico; study business in India or art in Tanzania; conduct field research or community service in Cambodia, Nicaragua or Cape Verde; or study with BSU students in France, New Zealand or Spain. The university has affordable semester exchange and affiliate programs, academic year programs, student teaching practicum programs, summer programs and faculty-led study tours. Students can spend a winter, summer, semester or year abroad and graduate on time. Through the National Student Exchange, students may spend up to one year attending an NSE member college or university in the U.S. and its territories at the in-state tuition rate. Scholarships are available, and financial aid may be used for all study abroad programs. Information is online at [www.bridgew.edu/studyabroad](http://www.bridgew.edu/studyabroad). The Office of Study Abroad is located in the Minnock Center for International Engagement, third floor, Maxwell Library.

## CAMPUS LIFE

### Getting Started: Orientation for New Students

Bridgewater State University's orientation program has been designed to introduce new students and their families to the campus community. Through collaborative efforts between the divisions of Academic Affairs and Student Affairs, orientation provides programs that are conducive to the academic and developmental success of new students. The goals of orientation are to develop and coordinate programs that promote academic success, to enhance personal and social development, and to provide families and their students with information about services, support systems and issues facing university students.

Orientation is divided into two different programs. The initial program is provided to different audiences of new students. The program for first-time students takes place in June and is a comprehensive two-day overnight introduction to the university with an emphasis on placement testing, academic advising and registration for fall classes. Students also have an opportunity to meet with faculty and staff and



learn about the resources available at the university. A one-day concurrent family program provides parents with information about services, support systems and resources for their students.

The program for transfer students is a comprehensive one-day introduction to the university with an emphasis on academic success including an introduction to their academic college and department. Students have an opportunity to meet with faculty and staff and learn about the resources available at the university. Students also have an opportunity to learn about services and support systems.

The second program is prior to the opening of classes in the fall when students are given the opportunity to meet new friends, learn the traditions of Bridgewater State University and receive assistance with transition to university life.

### **University Events and Special Programs**

Literally hundreds of interesting programs, projects and events are available at Bridgewater State University throughout each year.

Academic, cultural and social activities and programs are sponsored each year by students, faculty, staff and alumni of the university and include, but are certainly not limited to Homecoming, Family Day, Convocation, the Dr. Martin Luther King Jr. Day Celebration, Honors Week, Springfest and the annual Holiday Concert. The Bridgewater State University website and Community Announcements will provide more details on campus events throughout the year.

### **Cultural, Social, Athletic and Recreational Activities**

In addition to classroom instruction, Bridgewater State University offers students a full social, cultural, athletic, recreational and spiritual life. Art exhibits, lectures, concerts, movies, plays, workshops and sports events are part of the daily activities at the university. (Please refer to the Involvement Network site [www.bridgew.edu/IN](http://www.bridgew.edu/IN) for a complete listing of clubs, organizations and a calendar of campus events.)

Through programs sponsored by the Office of Student Involvement and Leadership, the Student Government Association, the Program Committee and other organizations, members of the university community have opportunities to attend events featuring significant public figures and internationally acclaimed performing artists.

The Art Building and Maxwell Library feature galleries where exhibits are displayed and the Rondileau Campus Center offers special programs such as performances by the University Chorale Society and the Bridgewater State University Dance Company. For students who enjoy the theater, Bridgewater State University has much to offer. Major productions are presented by students in the Department of Theater and Dance throughout the year.

Bridgewater State University has a strong athletic tradition which has grown to include 21 intercollegiate varsity sports teams, a full range of intramural athletic programs and a number of club sports programs. The Adrian Tinsley Center features a state-of-the-art fitness center, a walking track and multi-sport surfaces. The university is a member of the National Collegiate Athletic Association (NCAA) Division III, the Eastern Collegiate Athletic Conference (ECAC) and the Massachusetts State College Athletic Conference (MASCAC).

Community members keep abreast of events and programs through a variety of campus media. The student newspaper, *The Comment*, and the university's home page focus on news and feature stories highlighting campus life and individual achievements.

The campus radio station, WBIM-FM 91.5, provides coverage of events plus a full range of musical and special interest programming. Resident students have access to a cable television local access channel offering university news and information.

## **SPIRITUAL LIFE**

The university supports student pursuit of spirituality both individually and in groups. The university provides groups of students the opportunity to form student organizations so they may utilize university facilities for meetings and events as well as request funding from the Student Government Association. The Catholic Center (122 Park Avenue) and the Christian Fellowship Center (29 Shaw Road) are independent entities that offer students both group and individual opportunities for worship and service.

## **SERVICES TO STUDENTS**

Students face many decisions involving housing, finances, health, work, academic programs, post-undergraduate study and career goals. The Division of Student Affairs, and the University as a whole, includes a number of departmental offices that provide services and assistance in making these decisions including: Career Services, Health and Counseling, the Children's Center, Student Involvement and Leadership, Financial Aid, Student Employment, Residence Life and Housing and Commuter Services. To learn more about these areas and to find out where they are located, consult the Bridgewater State University website.

## **CHILDREN'S CENTER**

The Children's Center provides high-quality child care and preschool learning experiences to children 2.9 - 5 years of age. Our calendar year begins with the fall semester in September and continues until the middle of August. We offer several enrollment plans to meet the needs of the students and employees of BSU as well as the greater community. The program is licensed through the Department of Early Education and Care (EEC) and accredited by the National Association for the Education of Young Children (NAEYC). The Center serves as a model program for observation, fieldwork and data collection to enhance the educational studies of BSU students. The Children's Center is located in Burnell Hall, room 135. For additional information visit the center at [www.bridgew.edu/childrenscenter/](http://www.bridgew.edu/childrenscenter/) or contact the Children's Center at 508.531.1244.



## COMPLIANCE POLICIES OF THE UNIVERSITY

*The material that follows includes a summary of the federal and state legal requirements and specific university policies related to nondiscrimination, harassment, hazing, alcohol and drug policies, safety and security measures and confidentiality of student records. For a copy of the complete policy statements or further information, please contact the appropriate office as indicated in each policy section.*

### POLICY ON NONDISCRIMINATION AND AFFIRMATIVE ACTION

Bridgewater State University does not discriminate in admission to or access to, or treatment or employment in, any of its educational programs or activities, including scholarships, loans and athletics, on basis of race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, genetic information, marital status, political belief or affiliation, or veteran status.

The university complies with executive orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent laws, regulations and executive orders; directives of the Board of Higher Education; the Boards of Trustees of the Massachusetts State Colleges and the Commonwealth of Massachusetts; and other applicable local, state and federal statutes.

Anyone believing that he or she has experienced discrimination and/or adverse treatment may register a complaint with the Office of Affirmative Action/Equal Opportunity/Disability Compliance, Boyden Hall, Room 206, Tel: 508.531.1241; the vice president for student affairs, Boyden Hall, Room 106, Tel: 508.531.1276, TTY 508.531.1384; or write to the Massachusetts Commission Against Discrimination (MCAD), Boston, MA.

For specific information regarding university policies related to racial harassment, sexual harassment or disabilities discrimination, please contact the Office of Affirmative Action/Equal Opportunity/Disability Compliance, the Office of Student Affairs or refer to the *Bridgewater State University Student Handbook*.

### CAMPUS ACCESSIBILITY

It is the policy of Bridgewater State University to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable laws prohibiting discrimination on the basis of disability. The university is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural and recreational programs it offers.

Although the achievement of architectural and physical access is a work-in-progress, the university has accessible travel ways throughout most of the campus and offers accessible campus bus service. Most buildings are accessible with the use of ramps, lifts and elevators: Pope and Scott Halls are accessible on the main floor and elevators or lifts are available in Boyden Hall, Harrington Hall, Rondileau Campus Center, Maxwell Library, Science and Mathematics Center, Kelly Gymnasium, Moakley Center, Tinsley Center, East Campus Commons, East Hall, Hart Hall, Miles and DiNardo Halls, Woodward Hall, and Shea and Durgin Halls. Each campus parking lot has accessible parking.

The university continually works to improve campus accessibility. It has recently begun to undertake a number of construction projects and renovations that will affect the campus. These current and future projects, as well as any periodic work by the Town of Bridgewater, may temporarily impact or disrupt accessible travel routes, building accessibility and/or parking. In an effort to provide the community with as much information as possible regarding such disruptions, the Office of Affirmative Action/Equal Opportunity/Disability Compliance will promptly issue campus-wide e-mails to all students, faculty and staff concerning the disruptions and provide information regarding alternative modes of access.

While most of the university's classrooms are physically accessible, students with disabilities are encouraged to plan their schedules to permit adequate travel time between classes. In order to ensure that a student's accessibility needs are met, it is recommended that students contact the Disability Resources Office. The office is located in the Academic Achievement Center on the ground floor of the Maxwell Library and can be reached by telephone at 508.531.1214 or TTY at 508.531.6113, or email at [DisabilityResources@bridgew.edu](mailto:DisabilityResources@bridgew.edu). The Office of Affirmative Action/Equal Opportunity/Disability Compliance is the designated office to provide information and coordinate all other services regarding physical access to the campus. Students, faculty, staff and guests with concerns or questions regarding campus accessibility may contact the Office of Affirmative Action/Equal Opportunity/Disability Compliance, Boyden Hall, Room 206, 131 Summer Street, Bridgewater, MA 02325; Tel: 508.531.1241.

### CONFIDENTIALITY OF STUDENT RECORDS

Bridgewater State University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 which governs access to and release of information contained in student educational records. Students have the right to review their educational records, request the amendment of their records if they believe that inaccuracies exist, and consent to disclosures of personally identifiable information contained in their records. Students also have the right to file written complaints with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged violations of this act. Additional information regarding this act may be found in the *Bridgewater State University Student Handbook* and on the Web ([www.bridgew.edu/registrar](http://www.bridgew.edu/registrar)). For specific questions, please contact the Registrar's Office, Boyden Hall, Room 003, Tel: 508.531.1231.

## THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

Bridgewater State University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, a federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

### ANNUAL REPORT

Colleges and universities have to publish an annual report every year by Oct. 1 that contains three years of campus crime statistics and also certain security policy statements including sexual assault policies, the law enforcement authority of campus police, and where students should go to report crimes. These statistics and policy statements may be found on the website of the Bridgewater State University Police Department (<http://www.bridgew.edu/Police/stats.cfm>).

### ACCESS TO TIMELY INFORMATION

Colleges and universities are also required to provide "timely warnings" and a separate but more extensive public crime log. The university issues "Community Safety Alert Bulletins" whenever a major crime or other significant incident may potentially affect the safety or security of the campus community. The Bridgewater State University Police Department also maintains a daily police log that is accessible to the public.

### HAZING

Hazing is unlawful in Massachusetts. Bridgewater State University supports the law. Hazing means "... any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person." Any person who is a principal organizer or participant in the crime of hazing shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. Please refer to the *Bridgewater State University Student Handbook* for the complete university policy statement on hazing.

## ZERO TOLERANCE BEHAVIORS THAT COMPROMISE THE SAFETY AND SECURITY OF BRIDGEWATER STATE UNIVERSITY THAT WILL NOT BE TOLERATED

Student Conduct Code violations, such as those on the following list, may lead to a suspension or dismissal from Bridgewater State University once the determination of responsibility has been made. Immediate interim suspension pending a hearing will occur whenever the accused student is deemed a safety threat. Violations include but are not limited to:

- arson
- creating or false reporting of bombs
- illegal drug possession and/or distribution
- illegal occupation of a building
- possession or discharge of illegal weapons
- rape or other sexual assault
- resisting arrest
- destruction of property including electronic property medium
- inciting a riot
- stalking
- driving under the influence of alcohol or drugs
- hate crimes
- hazing
- illegal alcohol distribution
- murder
- physical assault
- threatening
- tampering with fire safety equipment including pulling a false fire alarm
- use of a false identification card or providing false identification to others

For information on the university Student Code of Conduct and Student Conduct process, please refer to the *Bridgewater State University Student Handbook* or contact the Office of Student Affairs, Boyden Hall, Room 106, Tel: 508.531.1276.

## DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989

In compliance with the Drug-Free Schools and Communities Act Amendments of 1989, Bridgewater State University has adopted and implemented programs to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

University policy prohibits the possession, consumption, storage or service of alcohol by students and/or their guests, except by persons 21 years of age or older who are in transit to (not being consumed, stored or served) or at approved or licensed locations, such as the Great Hill Student Apartments and within the limits of state and local laws and university policy.

The unlawful possession, use or distribution of illegal drugs on university property or at university activities is also prohibited. Sanctions are imposed by the university on students and employees who violate the university alcohol and drug policy.

For information on specific university policies pertaining to alcohol and illegal drugs, sanctions for violations of the alcohol and drug policy, campus resources and referral agencies, please refer to the *Bridgewater State University Student Handbook* or contact the Office of Student Affairs, Boyden Hall, Room 106, Tel: 508/531.1276; the Alcohol/Drug Program, Tillinghast Hall, Room 010, Tel: 508.531.2200; or the Office of Human Resources, Boyden Hall, Room 103, Tel: 508.531.1324.

## **POLICY ON PROTECTION OF HUMAN SUBJECTS IN RESEARCH AND THE IACUC ANIMAL WELFARE POLICY**

For information on the Policy on Protection of Human Subjects in Research and the IACUC Animal Welfare Policy see [www.bridgew.edu/sponproj/human\\_subj.cfm](http://www.bridgew.edu/sponproj/human_subj.cfm).

## **TOBACCO-FREE POLICY**

### **Policy Statement**

Bridgewater State University prohibits smoking and tobacco use on all University property. University property includes, but is not limited to, university owned and leased buildings and facilities; university owned and leased vehicles; parking lots, building entrances and common areas. The university will fully implement this policy and all applicable laws, regulations and local ordinances.

Bridgewater State University reserves the right to initiate disciplinary procedures, up to and including termination for employees or expulsion for students, against any individual found to be in continuous violation of this policy.

### **Rationale for Policy**

There is considerable evidence that concentrations of smoke are harmful to non-smokers, as well as smokers. Findings of the Surgeon General indicate that tobacco use in any form, active and passive, is a significant health hazard. Bridgewater State University has a responsibility to its employees and students to provide a safe and healthy environment. In its commitment to this, the university will be a tobacco-free campus effective September 1, 2011.

The Tobacco-Free Policy is intended to eliminate exposure to second-hand smoke, provide an environment supportive of tobacco-free lifestyles, eliminate the risk of accidental fire, eliminate the health risks associated with expectoration from smokeless tobacco, and eliminate the environmental impact of cigarette litter. It applies to all faculty, staff, students, visitors, customers, vendors, consultants, contractors and their employees.

### **Responsibility for Implementation & Enforcement**

The Office of Human Resources will work collaboratively with the appropriate offices within the Division of Student Affairs, the university's health and safety officer, established health and safety committees on campus, and the university's Employee Assistance Program (EAP) provider to coordinate university efforts for policy notification, education, promotion, support and assessment to ensure successful implementation.

All campus constituents have a collective responsibility to promote the safety and health of the campus community and, therefore, share in the responsibility of policy compliance. Individuals observed using tobacco, in any form, are to be reminded in a professional and courteous manner of the university policy.

## **VOTER REGISTRATION ACT**

(Massachusetts General Laws, Chapter 51, Sect. 42E) The law requires all universities to make available voter registration forms to all students enrolled in a degree or certificate program and physically in attendance at the institution. Massachusetts residents can obtain forms at the Campus Center Office and information booth or can request forms through a link on the Bridgewater State University Web page ([www.bridgew.edu/handbook](http://www.bridgew.edu/handbook) – click on Related Links). Out-of-state students who want to vote in their home state must use either a mail-in form supplied by an election official in the home state or the federal mail-in affidavit of voter registration. The latter may be obtained by writing or calling the Massachusetts Elections Division, Room 1705, McCormack Building, One Ashburton Place, Boston, MA 02108, 617.727.2828 or 1.800.462.8683; through the BSU website listed above; or through [www.sec.state.ma.us/ele/eleifv/howreg.htm](http://www.sec.state.ma.us/ele/eleifv/howreg.htm).

## **STUDENT RIGHT TO KNOW – DISCLOSURE OF INSTITUTIONAL GRADUATION RATES**

Bridgewater State University is pleased to provide the following information regarding our institution's graduation rates. The information is provided in compliance with the Higher Education Act of 1965, as amended.

During the fall semester of 2006, a cohort of 1,321 first-time, full-time, degree-seeking undergraduate students entered Bridgewater State University. After six years (as of Aug. 31, 2012), 54% of these students had graduated from our institution. The four-year average graduation rate (for fall 2003 through fall 2006 cohorts) is 53%.

The most updated information regarding the university's graduation rates is available at [www.bridgew.edu/depts/ir/AAG.pdf](http://www.bridgew.edu/depts/ir/AAG.pdf).

**While reviewing this information, please bear in mind:**

The graduation rate is based on students who completed the bachelor's program within six years (150% of normal time).

The graduation rate does not include students who transferred to other higher education institutions or interrupted their course of study (e.g., students on leave, students who left school to serve in the armed forces, official church mission, or the foreign service of the federal government, or students who are deceased or permanently disabled and thus unable to return to school).

For specific questions regarding graduation rates, please contact the Office of Institutional Research, Boyden Hall, Room 201, Tel: 508.531.1704.

# ACADEMIC CALENDAR

The regular academic year consists of two semesters (fall and spring) of approximately 15 weeks each.  
The university also holds two summer sessions of approximately five weeks each.

## Fall Semester – 2013

September	4	(Wednesday)	Fall classes begin
October	14	(Monday)	Columbus Day – No classes
	22	(Tuesday)	End of first quarter
	23	(Wednesday)	Beginning of second quarter
November	11	(Monday)	Veterans' Day – No classes
	13	(Wednesday)	Monday schedule of classes (Wednesday classes will not meet 11/13)
	27	(Wednesday)	Thanksgiving recess begins at the close of day classes. Evening classes will not be held.
December	2	(Monday)	Classes resume
	10	(Tuesday)	Tuesday evening class final exam
	11	(Wednesday)	Fall semester day classes end
	12	(Thursday)	Reading Day (day classes only); Thursday evening class final exam
	13	(Friday)	Fall semester day final exams begin
	16	(Monday)	Monday evening class final exam
	18	(Wednesday)	Wednesday evening class final exam
	19	(Thursday)	Fall semester day final exams end

## Spring Semester – 2014

January	22	(Wednesday)	Spring classes begin
February	17	(Monday)	Presidents' Day – No classes
	19	(Wednesday)	Monday schedule of classes (Wednesday classes will not meet on 2/19)
March	10	(Monday)	Spring break begins
	14	(Friday)	Spring break ends
	17	(Monday)	Classes resume
	18	(Tuesday)	End of third quarter
	19	(Wednesday)	Beginning of fourth quarter
April	21	(Monday)	Patriots' Day – No classes
May	1	(Thursday)	Thursday evening class final exam
	5	(Monday)	Spring semester day classes end
	6	(Tuesday)	Reading Day (Day classes only); Tuesday evening class final exam
	7	(Wednesday)	Spring semester day final exams begin; Wednesday evening class final exam
	12	(Monday)	Monday evening class final exam
	13	(Tuesday)	Spring semester day final exams end
	14	(Wednesday)	Spring Graduate Commencement
	17	(Saturday)	Spring Undergraduate Commencement

### Summer Semester – 2014

May	27	(Tuesday)	Summer Session I classes begin
June	30	(Monday)	Summer Session I classes end
July	7	(Monday)	Summer Session II classes begin
August	8	(Friday)	Summer Session II classes end

## ADMISSION-UNDERGRADUATE

For information about admission to graduate programs, please consult the "Admission-Graduate" section of this catalog.

Bridgewater State University seeks to admit students who give evidence of intellectual capacity, motivation, character and who have a record of scholastic achievement. An effort is made to attract candidates of diverse academic, economic, racial, religious and geographic backgrounds. The admission requirements and procedures are designed to assist the university to select a freshman class from those applicants who can benefit from the educational opportunities at Bridgewater State University.

Bridgewater State University does not discriminate on the basis of race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, genetic information, marital status, political belief or affiliation, or veteran status.

### FRESHMAN ADMISSION REQUIREMENTS

#### Application Form

Each candidate should submit the Bridgewater State University application. The form, aside from collecting biographical data, allows the candidate to provide additional information concerning their academic and extracurricular interests. The university prefers students to apply online at the university's website, [www.bridgew.edu](http://www.bridgew.edu), but also accepts the paper BSU Application as well.

#### High School Record

Candidates must request an official transcript of their secondary school record be sent directly to the Office of Admission. The strength of the applicant's curriculum, grades, weighted grade point average and class rank as well as the level of competition in the applicant's high school are taken into consideration.

The secondary program should include the following college preparatory subjects:

English (a)	4 units
Mathematics (b)	3 units
Science (c)	3 units
History/Social Science (d)	2 units
Foreign Language (e)	2 units
Elective Units (f)	2 units
Related Courses (g)	4 units

- English must be college preparatory courses in composition and literature, which include the development of reading, writing and comprehension skills.
- Mathematics must be college preparatory courses in such subjects as algebra, geometry, trigonometry, elementary functions and mathematical analysis. A fourth year of mathematics is strongly recommended for students who plan to enter fields such as computer science, management, mathematics, pre-engineering or the sciences.
- Two of the science courses must include laboratory work.
- This requirement should include one year of United States history and government.
- Students are encouraged to elect additional years of foreign language study.
- Students should choose from additional college preparatory courses in English, mathematics, computer science, foreign language, natural and physical science, visual and performing arts and humanities.
- Students are encouraged to elect courses that are consistent with their personal, educational and career goals. These courses may include, but are not limited to, such offerings as computer science, business, communications, psychology and sociology.

Students graduating from vocational-technical high schools may substitute vocational-technical vocabulary course work for the foreign language requirement. Two vocational-technical courses may be used to fulfill the two required electives.

#### Standardized Test Scores

Candidates for admission to the freshman class must submit the results of the Scholastic Aptitude Test (SAT Reasoning Test) or the American College Test (ACT). Candidates should have official score reports forwarded directly from the Educational Testing Program or the American College Testing Program during the academic year in which application is made to the university.

For evaluation according to the provisions of Chapter 344, students with learning disabilities are expected to submit verification from their guidance office. In most cases, a copy of the student's current Individualized Educational Plan (IEP) is the appropriate verifying document. More specific documentation may be required for academic advising and special services when students enroll.

*Chapter 344, Section 19 of the 1983 Acts and Resolves of the Commonwealth of Massachusetts states that: "No resident of the commonwealth who has been diagnosed as being developmentally disabled, including but not limited to, having dyslexia or other specific language disabilities, by any evaluation procedure prescribed by chapter seventy-one B, or equivalent testing, shall be required to take any standardized college entrance aptitude test to gain admittance to any public institution of higher education in the commonwealth.*

*Admission shall be determined by all other relevant factors excluding standardized achievement testing."*

Candidates who graduated from high school three or more years prior to their planned entrance date are exempt from the standardized testing requirement.

#### Freshman Admission Review



Freshman admission to Bridgewater State University is selective. The Massachusetts Department of Higher Education (DHE) has established minimum admission standards that require candidates to earn a "B" average for the required high school units mentioned above. Students whose average falls below this requirement can also meet the standard by the use of a sliding scale that begins with compensating SAT scores (SAT CR and SAT-M) above 920, or an ACT composite score above 19. No student can be admitted whose high school grade point average falls below "C." Detailed information about the DHE admission standards can be found on their website, [www.mass.edu](http://www.mass.edu). Admission decisions at Bridgewater are based upon the strength of the candidate's academic profile as compared to the pool of applicants. Generally, more than 8,000 applications are reviewed for a freshman class of 1,500.

Since Bridgewater State University seeks students who will contribute to the university in a variety of ways, other factors are considered in the admission decision. These include demonstrated leadership, participation in extracurricular activities, motivation, maturity and special aptitudes and talents. Letters of recommendation and any additional supporting information a candidate wishes to submit are welcomed and encouraged.

Special consideration is given to applicants out of high school for three years or more, students from educationally disadvantaged environments, working adults and candidates who exhibit exceptional potential.

Evaluative interviews are not offered. Students are encouraged to attend one of the many group information sessions offered throughout the year. Dates and times are available on the university website, [www.bridgew.edu](http://www.bridgew.edu).

Additional information concerning admission procedures, application fees, standardized testing requirements for admission, notification dates and deferred enrollment may be found in the *Viewbook*. Copies may be obtained from the Office of Admission – Gates House, Bridgewater State University, Bridgewater, MA 02325.

## TRANSFER ADMISSION REQUIREMENTS

Bridgewater State University welcomes applications from qualified transfer students. To qualify for transfer admission, a student must have earned 12 semester hours of transferable credit; otherwise the applicant is considered under freshman admission requirements.

Transfer applicants will be evaluated on the basis of their previous college work and must request an official transcript to be sent from each college or university attended. Transfer applicants who have earned fewer than 24 transferable credits must also submit an official high school transcript and standardized testing results.

It is expected that candidates for transfer admission will be in good standing at the last institution attended and will have earned a cumulative grade point average of 2.2 or higher on a 4.0 scale. Students transferring fewer than 24 semester hours of credit must present a minimum cumulative grade point average of 2.5 on a 4.0 scale. Special consideration may be granted for exceptional high school performance, evidence of maturity and motivation, or other extenuating circumstances and will be handled on an individual basis. **Please note that these are minimum eligibility requirements and do not guarantee admission to the university or to a specific degree program.**

Transfer credit toward the degree will be granted for course work completed at other accredited institutions of higher education. A minimum grade of "C-" is required for credit transfer. Courses that do not have a direct equivalent at Bridgewater State University may be counted as fulfilling elective requirements in the curriculum. Transfer students are required to fulfill the same degree requirements as any other student; however, any student who has completed the general education requirements of one of the other Massachusetts state colleges will not be subject to additional core curriculum requirements at Bridgewater State University. One half of the required courses in major and minor fields must be completed at Bridgewater State University. Students transferring from an accredited two-year institution are limited to 69 hours of transfer credit toward the degree. Students transferring from an accredited four-year institution are limited to 90 hours of transfer credit toward the degree.

Grades for courses taken at an institution other than BSU are not used to compute a student's grade point average. Only courses actually taken at BSU are used to calculate a student's BSU grade point average.

### MassTransfer Program

For students transferring from one Massachusetts public education institution to another, the MassTransfer program will make the process easier. For complete and detailed information, visit the Department of Higher Education website [www.mass.edu/masstransfer/Students/Introduction.asp](http://www.mass.edu/masstransfer/Students/Introduction.asp). MassTransfer has two main purposes

- To provide community college students who complete associate degrees and enroll in linked MassTransfer Programs, with the full transfer of credit, guaranteed admission and a tuition discount (each based on final GPA)
- To provide any student in the Massachusetts public higher education system who completes the MassTransfer Block, the benefit of satisfying the core (general education) requirements at any other public higher education institution, with the receiving institution able to add no more than six additional credits (two courses).

The MassTransfer Block refers to a set of core (general education) requirements consisting of 34 college level credits. These credits, when completed together with a 2.0 or higher GPA, fully transfer to any Massachusetts public higher education institution, even if an associate's degree has not been earned. These credits also satisfy the core (general education) requirements at any other Massachusetts public higher education institution; with the receiving institution being able to add no more than six additional credits (two courses). As a participant in the MassTransfer program, the Bridgewater State University application fee is waived.

### Joint Admission Program

To receive the benefits of the Joint Admission Program, students are required to complete their associate degrees by August 2013 and must matriculate at a Massachusetts state college or university or University of Massachusetts campus by fall 2014. Bridgewater State University participates with the Massachusetts Community Colleges, Dean College and Quincy College in Joint Admission. This program guarantees admission to Bridgewater State University for transfers from participating institutions who are enrolled in preapproved programs of study, providing the associate degree is completed. Joint Admission students must maintain a cumulative grade point average at the two-year college of 2.5 or better to be eligible.

Transfers indicate their desire to participate in Joint Admission by contacting either the Admission Office or Transfer Office at their community college. A written application for Joint Admission can be filed upon enrollment at the two-year participating institution. One semester prior to their planned enrollment at Bridgewater State University, Joint Admission students must file an Intent to Enroll form in lieu of a regular Bridgewater State University application. This form is available from the transfer counselor at the participating colleges and universities or the Office of Admission at Bridgewater State University. To complete the review process, an official transcript of all college work completed to date at any prior institution(s) and the community college must be requested by the applicant. BSU's Joint Admission deadlines are November 1 for spring and March 1 for fall.

### **Commonwealth Transfer Compact**

To receive the benefits of the Commonwealth Transfer Compact, students are required to complete their associate degrees by August 2013 and must matriculate at a Massachusetts state college or university or University of Massachusetts campus by fall 2014.

#### **For students transferring from Massachusetts community colleges to Bridgewater State University (effective January 1990)**

##### **1. Requirements for Transfer Compact Status**

A student shall be eligible for transfer compact status if he or she has met the following requirements:

- Completed an associate's degree with a minimum of 60 credit hours exclusive of developmental course work.
- Achieved a cumulative grade point average of not less than 2.0 (in a 4.0 system) at the community college awarding the degree. This is merely a minimum grade point average and by no means guarantees admission.
- Completed the following minimum core curriculum requirements, exclusive of developmental course work:
 

English Composition/Writing	6 credit hours
Behavioral and Social Science	9 credit hours
Humanities and Fine Arts	9 credit hours
Natural or Physical Science	8 credit hours
Mathematics	3 credit hours

The community college from which the student is applying is responsible for identifying on the transcript of the candidate that the student has fulfilled the compact specifications.

##### **2. Credits to be Transferred**

The 35 credits in core curriculum courses specified in section I will be applied toward the fulfillment of the Bridgewater State University core curriculum requirements.

A minimum of 25 additional credits will be accepted as transfer credits. These credits may be transferred as free electives toward any additional core curriculum requirements, toward the student's major, or any combination, as Bridgewater State University deems appropriate.

Only college-level course credits consistent with the recommended standards set forth in the Undergraduate Experience publication are included under this compact. Credits awarded by the sending institution through CLEP, challenge examinations and other life experience evaluations for course credit may be included when the community college certifies that a student qualifies under this compact.

##### **3. Credits Beyond the Associate's Degree**

To complete the baccalaureate degree, a student who transfers under this compact may be required to take no more than 68 additional credits unless:

- The student changes his or her program upon entering Bridgewater State University, or
- The combination of additional core curriculum requirements, if any, and the requirements of the student's major at the receiving institution total more than 68 credits.

Under these circumstances, transfer students will be subject to the same requirements as students who began their undergraduate education at Bridgewater State University.

##### **4. Admission to Competitive Majors or Programs**

If because of space or fiscal limitations the receiving institution does not admit all qualified applicants to a given major or program, the receiving institution will use the same criteria for applicants who are transfer students under this compact as it does for its native students.

##### **5. Student Appeals**

A student who believes that the provisions of this compact have not been applied fairly has the right to appeal. Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the receiving institution. If a difference remains unresolved, the student shall present his or her evaluation of the situation to the institution from which the student is transferring.

Representatives from the two institutions shall then have the opportunity to resolve the differences. Absent a satisfactory resolution, differences of interpretation may be presented to the State-Wide Transfer Coordinating Committee.

## DECISION AND NOTIFICATION DATES

### Early Action Program\*

Freshman candidates may apply under the Early Action Program. Candidates need to have fulfilled the standardized testing requirements on or before the November test date and will need to have their application complete and transcripts on file in the Office of Admission by Nov. 15.

Early Action applicants are notified by mid-December. The university either offers admission or defers admission and reviews the application again during the regular admission cycle. A student offered admission under the Early Action Program has until the May 1 Candidates Reply Date to respond to the university's offer.

### Regular Freshman Admission\*

Freshman applicants for the fall semester must submit their completed application by Feb. 15 for consideration. Candidates meeting this deadline are notified of the Admission Committee decision no later than April 15. A limited number of freshman candidates are accepted for the spring semester each year. The application deadline for priority consideration is Nov. 1.

### Transfer Admission\*

Transfer applications should be filed by April 1 for September admission or by Nov. 1 for January admission for priority consideration. Transfer applications for the summer terms are considered on a rolling basis.

Notification for transfer candidates is done on a rolling basis as the application file becomes complete. Notification for September admission begins in March.

\*A student who has been denied admission to Bridgewater State University may not register for courses at the university.

**Note(s):** The university reserves the right to close admission at any time.

## REINSTATEMENT AND READMISSION

Undergraduate students who have not registered for courses for one or more semesters, or who have been academically separated from the university and who wish to re-enroll must file an application for reinstatement/readmission with the Office of Admission. An official transcript from all colleges attended (if any) since last enrolling at BSU as well as a personal statement explaining the circumstances of separation/non-enrollment must be submitted with the application while meeting the above published priority deadlines for transfer students. On-campus housing is not offered to reinstated or readmitted students. Students seeking on-campus housing may add their name to the residence hall waiting list but will only be considered if space becomes available.

Upon readmission/reinstatement, transfer credit, if applicable, will be awarded according to established policies. The grade point average achieved at BSU upon separation will be resumed as grades achieved at other institutions are not included when calculating a student's BSU grade point average.

Students who have been academically separated from the university must meet the requirements of separation outlined by their appropriate dean before being considered for readmission.

## INTERNATIONAL ADMISSION

International students who wish to apply for admission to the university should address a letter of inquiry to the Office of Admission indicating their educational background and intended area of study. Eligible candidates will be mailed a special international student admission application packet and asked to submit official transcripts and credentials. Students for whom English is a second language will be required to submit an official copy of results from the "Test of English as a Foreign Language" (TOEFL), unless they have at least two years' experience in an American college or university.

Documentation of financial support resources is required.

All students applying as freshmen are required, in addition to TOEFL, to submit official results of the SAT Reasoning or ACT Assessment exam.

During the initial orientation/registration period, international students' TOEFL examination records and academic transcripts will be evaluated for placement in appropriate English as a Second Language courses offered through the Department of Foreign Languages and in writing courses offered through the Department of English. In addition to the above-mentioned mandatory records, other institutional placement exams may be required. Candidates should begin the application procedure no less than **nine months** in advance of the expected date of admission.

## PLACEMENT POLICY FOR ESL POPULATIONS

Students for whom English is a second language are evaluated and tested on their English proficiency upon admission to the university. Based on transcripts, Accuplacer, TOEFL and SAT scores, as well as precollege writing samples and other valid methods of language proficiency assessment, students are placed in an appropriate level of English as a Second Language (ESL) and writing. Depending on placement, students will complete 0 to 6 credits in ESL. Students can take three additional credits in ESL.

Students are exempt from taking ESL courses based on the following criteria:

- reading score of 68 or above on the Accuplacer
- SAT verbal score of 450 or above
- GPA of 3.00 or above from a high school in the United States or another English-speaking country
- TOEFL score of or above 550 (paper-based) or 173 (computer-based)

## PROGRAM FOR REGISTERED NURSES

Provisions have been made for graduates of three-year diploma schools of nursing to complete programs leading to degrees in any of the academic majors being offered at the university.

While encouraging registered nurses to pursue degree work for personal enrichment, the university supports the guidelines of the National League of Nursing for the professional education of nurses. These guidelines caution nurses whose career goals include the opportunity to assume supervisory and/or teaching responsibilities in the field of nursing, that degree programs pursued should be taken only at those institutions which offer degrees in nursing education.

Through this special admission program, students accepted to the university are granted 60 credit hours for their school or nursing work. Where applicable, these credits may be used to meet core curriculum, major or elective requirements. As with all others transferring into the university, registered nurses are expected to meet the same degree requirements as outlined in the "Undergraduate Academic Policies" section of this catalog.

## NEW ENGLAND REGIONAL STUDENT PROGRAM

Bridgewater State University participates in the New England Regional Student Program. The program is administered by the New England Board of Higher Education and is designed to permit qualified New England residents to study at the instate tuition rate plus surcharge tuition in certain programs at Bridgewater State University.

Information about the program can be obtained from the Bridgewater State University Office of Admission.

## ADVANCED STANDING

Advanced standing with college credit is granted to entering students who have demonstrated college-level proficiency through established procedures.

## ADVANCED PLACEMENT PROGRAM

Bridgewater State University participates in the Advanced Placement Program of the College Board, providing academic credit for students qualified for advanced placement standing. Those interested should take the College Board Advanced Placement tests and have the results submitted to the Office of Admission for evaluation. Students scoring three, four or five will receive placement and credit from the university.

## INTERNATIONAL BACCALAUREATE

Bridgewater State University welcomes International Baccalaureate (IB) Diploma students and will consider awarding academic credit toward completion of a Bachelor's degree for IB Higher Level courses in which students have earned scores of 4 or higher. Decisions regarding the award of academic credit will be made by the Office of Admission in consultation with the appropriate department chairpersons. Course credits will be regarded as transfer credits. No credit will be awarded for standard level courses.

## COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Bridgewater State University awards academic credits that students may earn through the College Level Exam Program (CLEP) of the College Board.

Credit earned with CLEP examinations may be applied toward fulfilling core curriculum requirements, major and elective requirements. The chart in this section provides information about the specific CLEP examinations and equivalent BSU courses.

	Exam Score	BSU Course	BSU Credit
Business			

Financial Accounting	50	ACFI 100	3
Introductory Business Law	50	ACFI 305	3
Information Systems and Computer Applications	50	COMP 1XX	3
Principles of Management	50	MGMT 130	3
Principles of Marketing	50	MGMT 200	3
<b>Composition and Literature</b>			
American Literature	50	ENGL 231 and ENGL 232	6
Analyzing and Interpreting Literature	50	ENGL 2XX	6
College Composition	50	ENGL 101	3
English Literature	50	ENGL 221 and ENGL 222	6
Humanities	50	ENGL 221	3
<b>Foreign Languages</b>			
French Language, Level 1	50	LAFR 101 and LAFR 102	6
French Language, Level 2	59	LAFR 101/LAFR 102/LAFR 251/LAFR 252	12
German Language, Level 1	50	LAGE 101 and LAGE 102	6
German Language, Level 2	63	LAGE 101/LAGE 151 /2XX	12
Spanish Language, Level 1	50	LASP 101 and LASP 102	6
Spanish Language, Level 2	63	LASP 101/LASP 102/LASP 151/LASP 200	12
<b>History and Social Sciences</b>			
American Government	50	POLI 172	3
Introduction to Educational Psychology	50	TRAN 1XX	3
History of the United States I: Early Colonization to 1877	50	HIST 221	3
History of the United States II: 1865 to Present	50	HIST 222	3
Human Growth and Development	50	PSYC 224	3
Principles of Microeconomics	50	ECON 101	3
Principles of Macroeconomics	50	ECON 102	3
Introductory Psychology	50	PSYC 100	3
Social Sciences and History	50	TRAN 1XX	6
Introductory Sociology	50	SOCI 102	3
Western Civilization I: Ancient Near East to 1648	50	HIST 111	3
Western Civilization II: 1648 to Present	50	HIST 112	3
<b>Science and Mathematics</b>			
Biology	50	BIOL 100/BIOL 102	8
Calculus	50	MATH 141	3
Chemistry	50	CHEM 131/CHEM 132	4 & 3
College Algebra	50	MATH 105	3
College Mathematics	50	MATH 140/ MATH 140E and MATH 105	6
Natural Sciences	50	BIOL 102 and TRAN 1XX	8
Precalculus	50	MATH 140/ MATH 140E	3

Credit by CLEP is regarded as transfer credit and is not reflected in the BSU grade point average. CLEP transcripts are regarded as four-year-school transfer credit and are counted towards the maximum allowance of transfer credit. CLEP credit does not satisfy residency requirements for financial aid, student housing or student medical insurance purposes.

CLEP credit may not be awarded if equivalent course work is completed either prior to or later than the equivalent CLEP examination or if the CLEP equivalent already appears on a student transcript. CLEP credit may not be retroactively substituted for requirements waived or satisfied through prior academic arrangement.

Bridgewater State University follows the American Council of Education (ACE) recommendation that a student achieve a minimum score of 50 to earn credit for most CLEP examinations. Please note that some exams require higher scores to earn full credit.

Students may arrange to take CLEP examinations at any of the national test centers, including Bridgewater State University. Those interested in taking CLEP examinations at BSU should contact the Office of Testing Services in the Academic Achievement Center at 508.531.1780.

BSU Office of Testing Services: [www.bridgew.edu/TestingServices](http://www.bridgew.edu/TestingServices)

College Board Online: [www.collegeboard.com/clep](http://www.collegeboard.com/clep)

## SECOND DEGREE OPTION

A student who has earned a bachelor's degree at Bridgewater State University or at another accredited institution may be admitted to the university to pursue an additional bachelor's degree in a field of study substantially different from the initial degree program. That student should make application through the Undergraduate Office of Admission, providing official transcripts from all previous colleges other than Bridgewater State University. Please note that second bachelor degree candidates are subject to transfer admission deadlines of April 1 for fall entrance and Nov. 1 for spring entrance.

Admission is dependent on approval of the department in which the student wishes to pursue a major. Certain departments may recommend that the student pursue a graduate program with some prerequisite courses rather than a second bachelor's degree. Some majors have specific admission requirements and/or limited space, which may result in a student not being accepted into the desired major.

For second undergraduate degree graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## NON-DEGREE STATUS

A student who does not wish to seek a degree but who wishes to broaden his or her interests or to review or improve certain skills may register for courses as an undergraduate non-degree student at Bridgewater State University. A non-degree student should be aware, however, that he or she is not eligible for financial aid or various other services provided for degree-seeking students.

A non-degree student must have a high school diploma or GED and must meet any prerequisites for the courses for which he or she wishes to register. A non-degree student must also maintain the same academic standards required of degree-seeking students (see the "Undergraduate Academic Policies" section of this catalog for more information regarding undergraduate academic standards).

An undergraduate non-degree student may register for courses after the registration sessions for new degree-seeking students have been held in August and January.

Once an undergraduate non-degree student has earned 15 or more credit hours, he or she must meet with a representative of the Office of Admission to determine the purpose of continuing as a non-degree student. If a non-degree student is seeking to obtain a degree from Bridgewater State University, he or she will be required to apply as a degree-seeking student and meet the admission requirements as outlined in this catalog. If admitted, the student must satisfy the requirements for a bachelor's degree under the catalog in effect at the time of matriculation and complete a minimum of 30 credit hours as a matriculated student.

Note: A student who has been denied undergraduate admission to Bridgewater State University may not register for courses at the university.



# ADMISSION-GRADUATE

## ADMISSION STANDARDS

### Postbaccalaureate Licensure Program

Postbaccalaureate initial licensure programs are available in the following areas:

- Early Childhood Education
- Educational Leadership
- Elementary Education
- Health
- Instructional Technology
- Physical Education
- Special Education (This program is currently inactive.)

Students seeking admission to one of these postbaccalaureate initial licensure programs must hold a bachelor's degree from an accredited four-year institution of acceptable standing.

Applicants must meet the following criteria in order to be admitted to the College of Graduate Studies and College of Education and Allied Studies:

- A 2.8 undergraduate GPA
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Official sealed transcripts of undergraduate and graduate course work

Graduates of Bridgewater State University and persons who have taken non-degree credit at the university may attach a copy of their transcript printed from InfoBear. All BSU transcripts will be verified.

Please note that admission decisions to postbaccalaureate programs are made on a rolling basis when applications are submitted within a reasonable time frame prior to the start of an academic semester.

Candidates who are applying for licenses in fields in which they did not major are subject to a review of their course backgrounds in the license areas; additional courses may be required in the content areas.

### Accelerated Postbaccalaureate Licensure Program (APB)

An accelerated postbaccalaureate licensure program is available in the following designated high school, middle school and PreK-12 subject areas:

- Biology
- Chemistry
- Dance
- Earth Sciences
- English
- History
- Mathematics
- Music
- Physics
- Spanish
- Theater
- Visual Arts

Students seeking admission to one of these accelerated postbaccalaureate initial licensure programs must hold a bachelor's degree from an accredited four-year institution of acceptable standing. Candidates for the APB program will be admitted to the College of Graduate Studies based upon the recommendation of the APB coordinator and the College of Education and Allied Studies. The coordinator will base the admission recommendation on the candidate's potential to be an effective teacher based upon multiple indicators including, but not limited to, the following:

- A 2.8 undergraduate GPA
- Content competence demonstrated by a passing score on the subject matter test portion of the Massachusetts Tests for Educator Licensure® (MTEL)

Note: Candidates who are applying for a license are subject to a review of their course background in the license area; additional content courses may be required to be completed prior to the practicum.

- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Résumé
- Experience with youth at the licensure level
- official sealed transcripts of undergraduate and graduate course work

As part of the admission process, each candidate's transcripts will be reviewed by the APB program coordinator in collaboration with the appropriate departmental graduate coordinator for relevant content area coursework. A list of required topics has been determined by the specialized professional associations. The result of this review may require courses be taken in the content area in addition to the 15 core education credits.

Applicants to the Accelerated Postbaccalaureate (APB) licensure program should refer to the "Secondary Education and Professional Programs" section of this catalog for admission criteria.

NOTE: Initial licensure for these APB subject areas is also available through a postbaccalaureate (PB) program, taking undergraduate-level courses. This option is designed for students who have completed all or most of an educator licensure program with the primary exception of student teaching. Please contact the department chairperson of the Secondary Education and Professional Programs department for more information regarding this option.

### Master of Arts in Teaching (MAT)

Students seeking admission to the Master of Arts in Teaching degree program must hold a bachelor's degree from an accredited four-year institution of acceptable standing. The MAT program is designed for high school and middle school teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. Applicants must meet the following criteria in order to be admitted by the College of Graduate Studies

- A 2.75 undergraduate GPA based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- Some programs require a composite score of 900 on the quantitative and verbal parts of the GRE General Test. Students who took the GRE exam after August 2011 will require a combined score of 290 using the new grading scale
- An initial teaching license
- Three appropriate letters of recommendation (at least two letters of recommendation should be from professors and the third letter of recommendation could be from a professional employer)
- Applicants not holding a bachelor's degree in the content area being pursued for the MAT are subject to a transcript review by the academic department to determine whether additional content course work will be required as program prerequisites

### Master's Degree Programs

Please note that a number of graduate programs (including counseling, criminal justice, psychology, public administration, social work and certain education programs) have additional admission requirements, which are outlined in the appropriate departmental sections of this catalog.

Students seeking admission to a program leading to a master's degree must hold a bachelor's degree from an accredited four-year institution of acceptable standing. (College seniors may be admitted to graduate programs contingent on receipt of conferred undergraduate degree). Master's degree applicants must meet the following criteria in order to receive a "clear admit" (full graduate student status):

- GPA requirements vary by program
- Most programs require a composite score of 900 on the quantitative and verbal parts of the GRE General Test. If the GRE exam was taken after August 2011, most programs require a score of 150 on each section. Please consult the appropriate program section of the catalog.
- Acceptable rating of letters of recommendation
- Candidates for education programs leading to initial licensure need to provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL). Some programs may require additional MTEL® test(s). Please refer to the appropriate departmental section of this catalog.

Applicants who do not meet the "clear admit" status may be considered for a "conditional acceptance".

Students must meet with their advisers who will recommend three graduate courses that must be taken at Bridgewater State University after conditional admission to the program.

Students must attain a GPA of at least 3.0 after completion of the three required courses. If students do not earn a GPA of at least 3.0 after completing the courses, they will be subject to academic dismissal.

### CAGS and Postmaster's Licensure Programs

Students seeking admission to a postmaster's program must hold a master's degree from an accredited institution and must meet the following criteria in order to be admitted by the College of Graduate Studies:

- An acceptable GPA
- Three appropriate letters of recommendation (at least two letters of recommendation should be from professors and the third letter of recommendation could be from a professional employer)
- Candidates for education programs leading to initial licensure need to provide qualifying scores on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)

Please refer to the appropriate departmental section of this catalog for additional information.

## Application Procedures

For most programs, the College of Graduate Studies admits students for the fall and spring semesters and summer sessions of each year. Priority application deadlines include:

### FALL ADMISSION

- Jan. 10 Master of Social Work (fall entry only)
- Feb. 1 Counselor Education Programs
- April 1 Master of Arts in Psychology (fall entry only)
- April 1 All other programs

### SPRING ADMISSION

- Oct. 1 Certificate of Advanced Graduate Study (CAGS) in Reading (spring entry every other year only)
- Oct. 1 All other programs

### SUMMER SESSION

- Feb. 1 Master of Science in Athletic Training (summer entry only)
- Feb. 1 Other select programs

### ROLLING ADMISSION

Graduate certificate, postbaccalaureate and LEAD programs

Applicants who have questions regarding graduate application procedures and deadlines should contact the Graduate Admission Office at [gradadmissions@bridgew.edu](mailto:gradadmissions@bridgew.edu) or at 508.531.1300. It is the responsibility of graduate students to make certain that all application documents are received on time. Applicants should indicate a specific degree or licensure program (and also the area of study) when they request application forms.

Certain programs require a formal interview with the graduate program coordinator. Please consult the department requirements presented in this catalog.

Application forms with fee payments and all other correspondence and application material should be sent to:

Graduate Admission Office  
Bridgewater State University  
Maxwell Library - Room 019  
Bridgewater, MA 02325

Students are encouraged to apply online to expedite their application. Apply online at [www.bridgew.edu/graduate](http://www.bridgew.edu/graduate). An application is not complete unless all of the appropriate documents listed below have been received by the Graduate Admission Office.

- 1. Graduate application form and application fee**  
Graduate students should send the completed application form and application fee of \$50 to the Graduate Admission Office to begin the application process. Checks for the application fee should be made payable to Bridgewater State University.
- 2. Official sealed transcripts of all undergraduate and graduate course work**  
Official sealed transcripts must be sent directly to the Graduate Admission Office and must bear the seal and/or stamp of the issuing college or university. Copies of transcripts and transcripts marked "Issued to Student" are not acceptable. Graduates of Bridgewater State University and persons who have taken non-degree credit at the university may attach a copy of their transcript printed from InfoBear. All BSU transcripts will be verified.
- 3. Letters of recommendation**  
Three letters of recommendation are required for all programs, with the exception of the APB program, which requires no letters of recommendation.

Recommendation forms for each graduate program are available for download on the graduate admission website. These letters provide an estimate of applicants' abilities to successfully pursue programs in their proposed fields or concentrations. Please consult program sections for any additional instructions.

4. **Graduate Record Examination (GRE)**

For those programs requiring the GRE as an admission requirement, students are required to submit the results of the General Test. Applicants must arrange to have their official score report sent directly from the Educational Testing Service to the Graduate Admission Office. Bridgewater State University's CEEB code is 3517. Photocopies and scores submitted by applicants are not acceptable. Students who have earned a master's degree may be exempt from the GRE requirement.

5. **Graduate Management Admission Test (GMAT)**

Master of Business Administration and Master of Science in Accountancy applicants are required to submit GMAT scores. Applicants must arrange to have an official score report sent directly from the testing service to the Graduate Admission Office. Bridgewater State University's CEEB code is 3517. Photocopies and scores submitted by applicants are not acceptable. Students who have earned a master's degree may be exempt from the GMAT requirement.

6. **Test of English as a Foreign Language (TOEFL) Score or International English Language Testing System (IELTS)** (if necessary, in accordance with English language skills). Students for whom English is a second language will be required to submit an official copy of results either from the TOEFL or IELTS, unless they have at least two years' experience in an American college or university. Students must receive an appropriate score on either the TOEFL or IELTS.

7. **Massachusetts Tests for Educator Licensure® (MTEL)**

Applicants must provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL) as a graduate admission requirement if applying to one of the following education programs:

- Postbaccalaureate and Accelerated Postbaccalaureate (APB) initial teacher licensure programs
- MEd and CAGS programs leading to initial administrator licensure
- All MEd programs leading to initial teacher licensure
- MEd, Postmaster's and CAGS programs leading to initial support specialist licensure; e.g., school counselor, reading specialist

Note: Some programs may require additional MTEL® test(s). Please refer to the appropriate departmental section of this catalog.

8. **Additional departmental requirements**

There may also be special departmental requirements relative to the application, such as an interview, resume or personal statement. Such requirements, if any, are to be found under each department's description of its graduate program(s) in this catalog.

## International Student Admission Requirements

Students applying for admission to a Bridgewater State University graduate program, who plan to come into this country on an F-1 Visa, will need to include the following documents with the application and application fee:

- **Affidavit of financial support**
- **Certified bank/financial statement** in English and USD attesting to the fact that funds are available specifically for educational expenses. The statement must show sufficient funding for one year of college-related costs and living expenses. The total estimated amount is available with application information.
- **Test of English as a Foreign Language (TOEFL) Score or International English Language Testing System (IELTS)** (if necessary, in accordance with English language skills). Students for whom English is a second language will be required to submit an official copy of results either from the TOEFL or IELTS, unless they have at least two years' experience in an American college or university. Students must receive an appropriate score on either the TOEFL or IELTS.
- **GRE or GMAT Scores** (dependent upon program)
- **Transcripts** – All transcripts must be evaluated and translated showing equivalence of an U. S. baccalaureate degree by an agency such as the Center for Educational Documentation, Boston, MA ([www.cedevaluations.com](http://www.cedevaluations.com)); World Education Services, Inc., New York, NY ([www.wes.org](http://www.wes.org)); or another reputable agency.
- **Three Letters of Recommendation** – At least two letters of recommendation should be academic references from professors and the third letter of recommendation could be from a professional employer.
- **Immunization Requirement** – Documentation of immunization must be completed prior to the start of classes. A Bridgewater State University Health and Counseling form must be completed by Aug. 1 and is available at [www.bridgew.edu/healthservices](http://www.bridgew.edu/healthservices).
- **Insurance (medical)** – provided by the university
- **SEVIS Transfer Eligibility Verification Form**

It is strongly suggested that international students submit a completed application at least one month prior to the priority deadline in order to have sufficient time to receive an Initial I-20 form that is needed to apply for an F-1 Visa.

## **Admission Decisions**

### **Action by the Academic Department**

All completed applications are sent by the Graduate Admission Office to the academic departments. After reviewing these applications, departments make admission recommendations to the Graduate Admission Office.

### **Action by the Educator Licensure Office**

All completed applications seeking licensure are sent to the Educator Licensure Office in the College of Education and Allied Studies. After reviewing these applications, decisions are given to the Graduate Admission Office.

### **Action by the College of Graduate Studies**

The Graduate Admission Office, after reviewing the recommendations of the academic department and, if applicable, the Educator Licensure Office, notifies applicants of the action taken.

## **Transfer Credit**

Transfer credit at the graduate level is defined by the College of Graduate Studies as appropriate graduate credit taken at an accredited institution other than Bridgewater State University prior to or after acceptance to a Bridgewater State University graduate program.

Prior to matriculation, students can enroll in up to 6 credits in programs with thirty nine or fewer credits. In programs requiring forty or more graduate credits, students may enroll in up to 9 graduate credits. This policy allows interested graduate students to sample a BSU academic program before making a full commitment to graduate study.

Students are encouraged to contact the appropriate graduate program coordinator of choice.

No more than six graduate credits, taken both prior to and after acceptance, can be transferred from other graduate schools. Students should make every attempt to enroll in Bridgewater State University graduate courses. These credits include any credits earned in courses in which students are enrolled at the time of acceptance. It does not include prerequisites. Program exceptions are noted in the appropriate department sections of this catalog.

Approval of transfer credit is subject to the following conditions: 1) that not more than six credits being transferred are from an accredited institution other than Bridgewater State University; 2) that a grade of "B" or better has been earned in all courses being transferred; 3) that courses being transferred have not been used to fulfill the requirements of another degree and 4) that graduate transfer credits may not be more than six years old at the time program requirements are completed.

All courses to be used as transfer credit in a graduate program must have the approval of the students' advisers and graduate program coordinators prior to submitting for final approval to the College of Graduate Studies. Transfer credits should be properly recorded on the students' Graduate Program Proposal forms. An official transcript of courses taken at another institution must be on file in the Graduate Admission Office.

## **Continuation or Interruption of Course Registration**

Graduate students have 6 years to complete their degree programs. Should graduate students not enroll in courses during the fall or spring semesters, students will be considered inactive. If students are deemed inactive and wish to register for courses, they must complete a reinstatement form available at [www.bridgew.edu/COGS/forms.cfm](http://www.bridgew.edu/COGS/forms.cfm). This policy is designed to ensure appropriate academic advising and counseling for all graduate students enrolled in degree programs as well as non-degree students.

# TUITION AND FEES

## COSTS OF ATTENDANCE

For up-to-date costs of attendance at Bridgewater State University, as well as the breakdown of costs, see the Student Accounts website at <http://www.bridgew.edu/studentaccounts/costsofattending.cfm>. It should be noted this schedule is subject to change.

### Application Fees/Deposits

A nonrefundable undergraduate application and processing fee of \$40 is required of all students applying for admission. Upon acceptance, an advance tuition deposit of \$200 must be submitted by May 1 for commuter students accepted for the fall semester. Students accepted with on-campus housing must also submit a \$300 residence hall deposit. Both the tuition deposit and residence hall deposit are nonrefundable.

All new students will be assessed an orientation fee upon entering the university. For students entering in the fall semester, the orientation fee will be \$160 for freshmen and \$80 for transfers and readmitted students. For the spring semester, the orientation fee is \$80 for all students. The orientation fee is nonrefundable.

### Tuition and Fees 2013-2014 Academic Year

#### Daytime Course Charges

Full-time undergraduate students who are Massachusetts residents pay approximately \$910 per year in tuition and \$7,143 in required fees. Students residing on campus are charged between \$6,540 and \$7,610 per year, depending on the facility occupied. Board for resident students is approximately \$3,884 average per year. Please note that all figures are subject to change.

#### Evening Course Charges

Students enrolled in evening undergraduate courses will be charged all tuition and fees associated with the cost to provide the evening programs. As a result, full-time undergraduate day students who enroll in an evening (or weekend) course may incur additional charges. Evening tuition is charged at \$38 per credit hour with no credit hour maximum. Evening fees will be charged at \$292.21 per credit hour with no credit hour maximum. Full-time undergraduate students who are Massachusetts residents taking 12 credit hours for evening courses pay approximately \$910 per year in tuition and \$7,143 in required fees. Students residing on campus are charged between \$6,540 and \$7,610 per year, depending on the facility occupied. Board for resident students is approximately \$3,884 per year. Please note that all figures are subject to change.

## BILLING AND FEE PAYMENT

Students are billed through the Student Accounts Office twice a year prior to the start of each semester. eBill is Bridgewater State University's official method for sending student account statements. Students will no longer receive paper statements (or bills) in the mail; rather, they will receive **e-mail notification** when new statements are available online through the Student Account Suite. This service is a secure method for viewing student account information and making online payments. eBill features online payment options to all students at no charge.

In addition to receiving notification of new statements, students have the ability to add "authorized users" (typically parents or spouses) to their account. Authorized users will also receive e-mail notification of new online statements. Additionally, authorized users can make online payments with credit card or online personal check.

The Student Account Suite also allows students to elect to have their refund processed electronically into their personal checking account. Students simply login to the eBill system through the Student Account's website [www.bridgew.edu/studentaccounts](http://www.bridgew.edu/studentaccounts). Click on the eBill icon. This will take the student to the Student Account Suite. Login under Students and Staff using your Banner Id and your InfoBear PIN. You must have a Bridgewater State University e-mail address in order to receive all correspondence regarding new statements.

Bills must be paid by the due date indicated on the bill. Our system bills monthly and will generate additional billing reflecting changes in registration, financial aid or additional charges. The Office of Student Accounts is open for extended hours for the first two weeks of each semester, Monday through Thursday, 8:00 AM until 6:00 PM.

### Payment Options

You may pay your bill

1. online through the Student Account Suite by credit card or electronic check (ACH). The Bridgewater State University Student Account Suite accepts Visa, Master Card or Discover and electric check payments can be made via personal checking account(s) only.
2. in person at the Office of Student Accounts, Room 107, Boyden Hall with cash, check, money order, credit/debit card (Visa, MasterCard or Discover). Photo identification is required for all credit card transactions handled in person.
3. by phone at 508.531.1225 using Visa, MasterCard or Discover
4. by mail using a check or money order made payable to Bridgewater State University. Mail to:

The Office of Student Accounts  
BOX 1  
Bridgewater State University  
Bridgewater, MA 02325-0002



- by setting up a payment plan. Bridgewater State University provides a convenient web-based, interest free, internal student payment plan. This plan will assist students and their families to budget the semester charges over the course of the semester. Visit [www.bridgew.edu/paymentplan](http://www.bridgew.edu/paymentplan) for more information.

**Beginning September 3, 2013, all credit cards will be assessed 2.75% processing fee (minimum \$3.00), whether paid online, in-person or over the phone.** A convenient 24-hour drop box located in Boyden Hall on the first floor outside the Office of Student Accounts is available for your payments.

Financial aid may be used to pay your tuition, fees, room, board, books, as well as flex points or dining points on your Connect Card.

- Students who have received an award letter from the Financial Aid Office may claim the award specifically designated for the semester.
- Students wishing to claim credit for financial assistance from sources other than the Bridgewater State University Financial Aid Office (outside scholarships, waivers, loans, etc.) must do so by sending the official documentation to the Student Accounts Office prior to the bill deadline.
- Flex points may be used for laundry, vending, bookstore items, and food services at any location on campus that accepts the Connect Card. For more information on the Connect Card please see [www.bridgew.edu/PSCC/ConnectCard.htm](http://www.bridgew.edu/PSCC/ConnectCard.htm) or call 508.531.2897.

Students who take credits in excess of 118 percent of required credit hours for degree completion will be assessed a surcharge of \$235 per credit hour for these credits. For example, students enrolled in baccalaureate programs may take up to 142 credits (118 percent of 120 minimum credits) at no additional charge. Any credits taken in excess of 142 will be subject to the \$235 per credit hour surcharge. In determining accumulated credit hours, students should exclude from their total any credits transferred in from other institutions. Students will incur all costs of collection if it is necessary to place their accounts with a collection agency. Bridgewater State University is not responsible for any interest charge incurred on Visa/MasterCard/Discover accounts should a student withdraw from a course or if the university cancels a class. The university will assess a \$25 fee for any check that is returned not honored by a bank. Such a fee, when assessed, must be paid along with any unpaid tuition. It is the responsibility of the student to settle any fee or obligation arising from a returned check.

### Senior Citizens

Tuition and 1/2 fees in the day and/or 1/2 tuition and 1/2 fees for courses 4 PM or after are waived to any person 60 years of age or older. The person must bring proof of age to the Registrar's Office to be eligible.

### Student Support Fee

This fee is charged to all degree-seeking undergraduate students attending classes.

Fewer than 12 semester hours	\$25.00
12 semester hours or more	\$50.00

### Other Fees

Health Insurance Fee (waivable)*	
Full Year	\$1,498.00
Spring	\$880.00
Parking Decal Fee (waivable) 8 credits or less	\$80.00
9 credit or more	\$195.00
Software Fee	\$15.00
Accelerated Postbaccalaureate (APB) Course Fee	Varies per course
Art Supply Fee	Varies per course
BSU Flight School Fee	Varies per flight rating
Distance Learning Fee (interactive video conferencing courses, telecourses, teleweb courses and video courses)	Varies per course
Music Laboratory Fee	Varies per course
Official Transcript Charge (per copy with 2-5 working days to process)	\$5.00
On-the-spot Official Transcript Charge	\$10.00

\*Hospitalization/Major Medical coverage for all undergraduate students carrying 9 credits or more is required by Massachusetts state law. A *Student Health Insurance* brochure can be obtained from the Office of Health Services 508.531.1252. If a student is covered under a similar plan and wishes to waive the coverage, he/she must complete the online waiver at [www.bridgew.edu/healthservices](http://www.bridgew.edu/healthservices). Failure to do so will leave an outstanding balance due on the student's bill.

### Semester Residence Hall and Dining Charges

#### Room

Pope and Scott Halls*	\$3,270.00
Woodward Hall*	\$3,270.00
Shea/Durgin Halls*	\$3,270.00
East Hall (Single)	\$3,270.00
(Double)	\$3,430.00
Crimson Hall (Single)	\$3,805.00
(Double)	\$3,570.00
Student Apartments*	\$3,805.00
DiNardo/Miles*	\$3,405.00
Mandatory Residential Activity Fee	\$10.00
ResNet Program Fee	\$160.00

\*Single rooms are \$150.00 more per semester

## REFUND POLICY

### Notification Requirements

All undergraduate matriculated (degree seeking) students who *withdraw from school* must communicate that withdrawal in writing to the Academic Achievement Center.

All graduate matriculated (degree seeking) students who *withdraw from school* (program) must communicate that withdrawal in writing to the College of Graduate Studies.

All *withdrawals from courses* must be communicated by the student in writing to the Registrar's Office.

Nonattendance at class does not constitute official withdrawal and will result in a failing grade. Students are responsible for all course charges except when an official withdrawal from university form is on file.

#### 1. Standard and "Non-Standard Date" Semester Courses

Policy 1.1. Full-Semester Courses. Refunds for full-semester courses will be awarded as follows: 100 percent refund during the drop/add period; 85 percent refund in the second week, during the four weekdays after the drop/add period has ended; and a 70 percent refund during the third week of the semester. No refund will be available thereafter.

Policy 1.2. Seven-Week Quarter Courses. Refunds for seven-week quarter courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during weekdays 4 and 5 of the quarter. No refund will be available thereafter.

Policy 1.3. Odd-Day, Non-Standard Courses. The refund for odd-day, non-standard courses will be a 100 percent refund during the drop/add period. No refund will be available thereafter.

#### 2. Noncredit Courses Offered Through Continuing Education

Policy 2.1. Nontechnology Courses. The refund for nontechnology courses will be a 100 percent refund prior to the start of the course. No refund will be available thereafter.

Policy 2.2.A. Technology Courses (deposits). The refund policy for deposits for technology courses will be a 100 percent refund five or more days (including weekend days) prior to the start of class; no refund for four or fewer days (including weekend days) prior to the start of class.

Policy 2.2.B. Technology Courses (course fees). The refund policy for course fees for technology courses will be a 90 percent refund up to the end of the first class; no refund thereafter.

#### 3. Summer Courses

Policy 3.1. Five-week Summer Courses. Refunds for five-week summer courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during weekdays four and five of the summer session; and no refund thereafter.

Policy 3.2. 10-Week Summer Courses. Refunds for 10-week summer courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during the three weekdays after the drop/add period has ended; and no refund thereafter.

Policy 3.3. Odd-Day, Non-Standard Courses. The refund for these courses will be 100 percent during the drop/add period; no refund thereafter.

#### 4. Housing, Meal Plan, and Dining and Flex Dollars

Policy 4.1. Housing. Refunds for housing will be awarded as follows: 100 percent refund prior to the first day of occupancy. Pro-rated refund from the first day of occupancy until the Monday after the last day of the drop/add period. No refund thereafter.

Policy 4.2. Meal Plan. Refund for meal plans will be awarded as follows: 100 percent refund prior to the first day of a meal plan. Pro-rated refund from the first day of a meal plan until the Monday after the last day of the drop/add period. No refund thereafter.

Policy 4.3.A. Flex Dollars (Students). Flex dollars carry from year to year and balances greater than \$20\* are refundable at the time of graduation/withdrawal from the university.

- If the student's university account is paid in full, a refund will be issued to the cardholder within 60 days of graduation or withdrawal.

- If the student has an outstanding balance with the university, the flex dollars balance will be applied to that account. Policy 4.3.B. Flex Dollars (Employees). Flex dollars carry from year to year and balances greater than \$20\* are refundable at the end of employment with the university. A refund will be issued within 60 days of the end of employment.

\*There will be a \$20 processing fee deducted from the balance prior to refund.

## RETURN OF FINANCIAL AID POLICY

Students who receive financial aid and withdraw from the university during the semester may not be eligible for their entire financial aid award. A revised financial aid award notice will be mailed to students once awards have been adjusted. Bridgewater State University must return federal and state grants, loans and scholarships to the federal or state government based on the student's length of enrollment. The student may retain only a prorated portion of the federal and state aid awarded based on the length of the term and the student's withdrawal date. The remainder of the student's financial aid must be returned by Bridgewater State University to the Department of Education or Commonwealth of Massachusetts. If the student received a cash disbursement of aid, he or she may owe a repayment to Bridgewater State University or to the federal government.

The Return of Title IV Funds requirement remains in effect until the 60 percent point of the semester. See website for actual dates in the current semester. After those dates the student may retain all financial aid.

Bridgewater State University uses the Federal Return of Title IV Funds formula and dates to calculate the amount of institutional scholarship/grant funds a withdrawn student may retain.

*It is very possible that a student who receives financial aid and withdraws during the Return of Title IV funds period will owe a balance to the Bridgewater State University Student Accounts Office and may be required to repay funds to the U.S. Department of Education.*

All undergraduate, matriculated (degree seeking) students who withdraw from school must notify, in writing, both the Academic Achievement Center and the Financial Aid Office.

All graduate, matriculated (degree seeking) students who withdraw from school (program) must notify, in writing, both the College of Graduate Studies and the Financial Aid Office.

**Note: Federal, State or Institutional regulations, and/or action by the Department of Higher Education may necessitate revision to the above Return of Financial Aid Policy.**

## FINANCIAL AID

The mission of the Financial Aid Office at Bridgewater State University is to assist students and parents in financing their education. Our main goal is to ensure access for all who desire to pursue higher education.

Financial aid award packages may consist of a combination of resources such as a grant, scholarship, tuition waiver, work-study and/or loan. An award package is always dependent on the availability of funds from the state and federal government. Awarding of funds is based on "need," which is the difference between the cost of attendance (COA) and the Expected Family Contribution (EFC).

The cost of attendance includes direct expenses such as tuition and fees, and also incorporates estimated costs for books and supplies, room and board, transportation and personal expenses. The expected family contribution is determined by using the federal need analysis formula when the Free Application for Federal Student Aid (FAFSA) is completed and processed. The difference between the two is the "need," which is met by financial aid funds.

All students who desire consideration for financial aid funds must complete the FAFSA each year. FAFSA on the Web ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) is the easiest and fastest way to apply. The entire process can be completed electronically when both the student and the parent apply for a Personal Identification Number (PIN), which allows the family to sign the application electronically. Apply at [www.pin.ed.gov](http://www.pin.ed.gov). The PIN permits the family to log in and access the FAFSA year after year; there is no need to reapply for a PIN each year.

To obtain priority consideration for financial aid funds, the federal government must receive the student's completed FAFSA by March 1<sup>st</sup> of the award year. This is a receipt date, not a postmark date. Electronic applications are considered received when applicants click the "submit" button at the end of the application process from their computer. Applicants should print a copy of their confirmation page when applying online.

Applications are accepted after the March 1<sup>st</sup> priority date, but awards will be made on a funds-available basis. Applications for the spring semester are accepted on a rolling basis.

Students must reapply for financial aid funds each year they attend the university. Although the amount and type of aid offered may be changed due to funding availability and program guidelines, an applicant will continue to be eligible as long as financial need is demonstrated and the student maintains satisfactory academic progress. Please see Satisfactory Academic Progress and Student Financial Aid.

The university has strict guidelines regarding refunds of tuition and the distribution of financial aid funds for students who withdraw from the institution. Please refer to the refund section of this catalog.

Financial aid is available for study abroad.

For a complete list and description of financial aid programs, see <http://www.bridgew.edu/financialaid/FinAidProgram.cfm> or contact the Financial Aid Office at 508.531.1341 for details.

## SATISFACTORY ACADEMIC PROGRESS AND STUDENT FINANCIAL AID

Satisfactory Academic Progress (SAP) is a federal policy that measures two components: quantitative and qualitative progress.

*The quantitative portion* requires students attending an institution that awards federal financial aid be making progress toward the completion of their degree within a reasonable period of time. All attempted credits count toward the calculation, and withdrawals, failures and incomplete grades will all negatively impact a student's progress. Both the state of Massachusetts and Bridgewater State University's institutional financial aid programs adhere to the same standards. Since standards are applied to all students, one does not necessarily have to be a financial aid applicant to fall under the auspices of this regulation.

The maximum time frame for completing an undergraduate degree is 150% of the published length of the program. For programs that are 120 credits, students would be allowed to attempt no more than 180 credits before completing the requirements for their degree. Generally, for full-time students, this is equal to six years. Students who have not completed their degree within this parameter would be deemed ineligible for financial aid.

Transfer credits will affect the maximum time frame in which a student must earn their degree. For example, a student who transfers 60 credits toward an undergraduate degree would presumably have to earn 60 more credits to complete their BSU degree. Using the federal 150% rule, the student would be allowed to attempt only 90 more credits before losing financial aid eligibility. The same calculation applies to students pursuing a second degree.

Since a student has 150% of the published length of a program to complete their degree, one must complete at least 75 percent of all credits attempted to maintain compliance with the satisfactory progress standards. Courses that do not carry credit, but are successfully completed, are not considered punitive under the calculation. Repeating a course to obtain a higher grade may negatively impact compliance and eligibility. The credits will be counted as attempted, but not as earned since they have been previously earned. New regulations prohibit receiving financial aid for the repeating of a previously passed course more than once. Students who received credit for a course, and repeat the course to earn a higher grade can have that repeated course counted in the enrollment level for financial aid purposes only one additional time. (See details in Repeat Coursework Policy.) Progress is measured over time, and the entire academic record is reviewed at the end of each academic semester. Students who do not meet the University's standards are notified of the loss of financial aid eligibility prior to the start of the next semester. When a student is notified of their ineligibility, they are also given the opportunity to appeal, in writing, based on mitigating circumstances. Summer classes are included as attempted and/or completed credits in the following academic year (unless a special condition is imposed by the Satisfactory Progress Committee).

To remain in compliance with the satisfactory academic progress policy, a minimum completion rate of 75 percent is required. Simply stated, students must complete at least 75 percent of all attempted credits when the review takes place at the end of each semester. To determine the number of credits required to maintain satisfactory progress, multiply the total number of attempted credits by 75%.

The following chart provides an example:

Student Example	Total of Attempted Credits	Required to Complete (75 percent)
#1	30	23
#2	20	15
#3	65	49
#4	9	7

All appeals are reviewed by the Satisfactory Progress Committee, whose representatives are from Academic Affairs, the Academic Achievement Center and the Financial Aid Office. Decisions by the committee are final. A student whose appeal is approved will have their financial aid eligibility reinstated on a probationary basis. Students must be especially diligent in completing all attempted credits until compliance with the policy is reestablished. When an appeal is reviewed and approved by the Committee, in most cases, the student will be required to adhere to a contract that is designed to assist the student in regaining compliance with the policy over time. Contracts are generally in place for one academic year, unless otherwise stated. If the student meets all the conditions stated in the contract, they will retain their eligibility for financial aid while they are working toward compliance. Students who do not meet the imposed conditions will not be eligible for financial aid in the next semester. Eligibility can be regained in two ways: a student who is deemed ineligible may find an alternative funding source, continue to take classes, and regain eligibility on their own over time; or a student may instead decide to appeal to the Satisfactory Progress Committee. Students who submit their appeal by the deadline that is communicated in their letter will retain their on-time status if their FAFSA was received by the published preferred deadline of March 1 and all other required documents, if any, are submitted to the financial aid office in a timely manner. Appeals received after the deadline, if approved, will be awarded on a funds-available basis regardless of the FAFSA receipt date. Appeals will be reviewed throughout the academic year. An appeal must be submitted at least two weeks prior to the end of a semester for which the student is out of compliance. An appeal submitted after the close of the semester will be considered for the next semester only. Taking a semester off or paying for classes without financial assistance does not, in and of itself, re-establish financial aid eligibility.

*The qualitative component* of the policy deals with progress as it relates to the student's Grade Point Average (GPA). Satisfactory academic progress standards adhere to the University's policy for academic standards. (See chart below.) Students who are academically separated from the University are not eligible for financial aid funds unless they successfully appeal to the appropriate academic dean and are subsequently reinstated. If such a student has met the quantitative component of the Satisfactory Academic Progress policy, no further appeal is required, and financial aid can be reinstated. However, if the quantitative standard has not been met, the student must present an additional appeal to the satisfactory progress committee.

Academic Standards:

Credit Hours Attempted	Academic Warning	Probation GPA	Separation Below This GPA
0-16	2.0-2.19	Below 2.0	1.00
17-31	2.0-2.19	Below 2.0	1.50
32-46	2.0-2.19	Below 2.0	1.65
47-61	2.0-2.19	Below 2.0	1.75
62-89	2.0-2.19	Below 2.0	1.85

This policy may be subject to change or update. The policy on the financial aid web page supersedes the policy in this catalog.

## REPEAT COURSEWORK POLICY

Federal regulations specify that students may not receive financial aid funding for more than one repetition of a previously passed course. Repeating a previously passed course two or more times may result in an adjustment to financial aid eligibility. This recalculation will occur regardless of whether or not a student received aid for the previous enrollments. Any adjustments will typically occur after the start of the semester during which the student is repeating the course. Therefore, students are responsible for monitoring their own enrollment in repeated coursework. A passing grade at BSU is defined as "D-" or higher or "P" (for (P) Pass/(N) No pass course grading) or "S" (for (S) Satisfactory/(U) Unsatisfactory grading).

Students **can** receive financial aid:

- to repeat a course that has already been passed ("D-" or higher or "P" or "S") only one additional time. Any repeat attempts after that will *not* be eligible for financial aid. This applies even if a student earns a failing grade ("F", "N" or "U") during the second attempt.
- as many times as necessary to repeat a course in which the only previous grade earned has been a failing grade ("F", "N" or "U")
- if a passing grade has been earned for certain courses designated by the University as being repeatable for duplicate credit, such as some topics courses (i.e. performance studies or art studios) due to different subject content or level being studied in each term

Refer to the examples below to view the impact of this repeated coursework regulation:

Example with ECED 541			
Term	Eligible for funding?	Reason	Grade
Fall 2010	Yes	First attempt	W
Spring 2011	Yes	Not passed before	F
Summer 2011	Yes	Not passed before	D
Fall 2011	Yes	First repeat	D+
Spring 2012	No	Second repeat	C

Example with ENGL 101			
Term	Eligible for funding?	Reason	Grade
Summer 2010	Yes	First attempt	F
Fall 2010	Yes	Not passed before	W
Spring 2011	Yes	Not passed before	D
Fall 2011	Yes	First repeat	C-
Spring 2012	No	Second repeat	C

## STUDENT EMPLOYMENT

In addition to the Federal Work Study Program, Bridgewater State University provides opportunities for employment both on and off campus through Student Employment located in Boyden Hall. Student employment services are open to all Bridgewater State University students regardless of financial aid status.

## ALUMNI SCHOLARSHIPS

The Bridgewater Alumni Association provides scholarships to Bridgewater undergraduate students. These individual scholarships are provided by separate trust funds, each specifying the particular criteria used in selecting a recipient for that award. Application forms are available during February each year and may be accessed on the BSU website at [www.bridgew.edu](http://www.bridgew.edu).

## GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are offered by the College of Graduate Studies, subject to the availability of funds, in areas associated with certain programs of the university. For details regarding graduate assistantships, see the "Graduate Academic Policies" section of the catalog.

## OTHER SCHOLARSHIPS

In order to give recognition and prestige to student achievement on campus, many academic departments, clubs and campus organizations sponsor scholarships and monetary awards to deserving Bridgewater State University students. A complete listing may be found in the *Bridgewater State University Handbook* and further information regarding application procedures may be obtained in the Office of Student Affairs, or on the BSU website at [www.bridgew.edu](http://www.bridgew.edu).

## THE STUDENT VETERAN AFFAIRS AND MILITARY SERVICES OFFICE

Students who are eligible for state, federal or service educational benefits meet with institutional representatives and are provided access to opportunities through individual informational counseling sessions. We acknowledge the diversity of our veterans and profoundly value the strength and unique character this diversity has contributed to our nation. The Student Veteran Affairs and Military Services Office is improvement-oriented and both internal and external customer-centric. It is very important that the office contribute to the overall BSU strategic mission of the university serving students in the most equitable, efficient and humane way possible. Dignity and an acceptable quality of life are the products we seek to deliver to all veterans and military members no matter what their circumstance. Bridgewater State University staff is dedicated to promote the use of VA programs, benefits and services for all veteran and military students. The office serves to disseminate information and acts as a resource center for the exchange of information to improve services for veterans attending BSU.

## U.S. AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC)

Air Force Reserve Officer Training Corps (ROTC) is an educational and leadership program designed to provide young men and women the opportunity to become Air Force officers while completing a bachelor's or master's degree. The Air Force ROTC program prepares students to assume challenging positions of responsibility and importance in the Air Force.



Through a cross-enrolled program with Boston University, interested Bridgewater State University students may participate in the Air Force Reserve Officer Training Corps Program. Requirements include yearly Aerospace Studies classes, Leadership Laboratory classes, and physical fitness training. Mandatory weekly time commitments range from 5 to 7 hours. Once students complete their degree, the Air Force offers a wide variety of career fields from which to choose including flying, opportunities as a pilot, navigator or weapons controller. The Air Force has opportunities for students of any major.

In addition to the tremendous leadership and management training that cadets receive, they can also benefit from several scholarship programs.

If you are interested in joining the Air Force ROTC program or want additional information, contact the Department of Aerospace Studies, Boston University, 118 Bay State Road Boston, MA 02215 at 617.353.6316 or 4705.

Classes are held at Boston University. You can also visit the detachment website at [www.bu.edu/af-rotc](http://www.bu.edu/af-rotc).

## **U.S. ARMY RESERVE OFFICER TRAINING CORPS (ROTC)**

Army ROTC is an elective curriculum BSU students take along with their required university classes. It gives students the tools, training and experiences that will help them succeed in any competitive environment. Along with great leadership training, Army ROTC can assist with paying for college tuition. Because Army ROTC is an elective, students can participate their freshman and sophomore years without any obligation to join the Army. They will have a normal college student experience like everyone else on campus, but upon graduation, each student will be commissioned as an Officer in the Army. At that point, they will have a wide range of interest areas they can specialize in called branches.

Interested students should contact: Major Josh Goodrich, Recruiting Operations Officer, 128 Baystate Road, Boston, MA 02215; Tel: 617.353.4025; or email [joshgood@bu.edu](mailto:joshgood@bu.edu).



## **ACADEMIC POLICIES**

- **UNDERGRADUATE ACADEMIC POLICIES**
- **GRADUATE ACADEMICS POLICIES**

# UNDERGRADUATE ACADEMIC POLICIES

## ACADEMIC INTEGRITY AND CLASSROOM CONDUCT

Students are admitted to Bridgewater State University with the expectation that they will accept and abide by the standards of conduct and scholarship established by the faculty, administration and student governing boards. The university reserves the right to require students to withdraw who do not maintain acceptable academic standing. The university also reserves the right to dismiss, with due process, students who do not meet the requirements of conduct and order or whose behavior is inconsistent with the standards of the university.

### Academic Integrity

Institutions of higher education are dedicated to the pursuit of truth. In this pursuit, academic honesty is of fundamental importance. Faculty, students and administrators all have a responsibility to value, demonstrate and safeguard academic integrity as one of the university's most essential institutional values.

The university has an obligation to establish and promote standards of academic integrity, and each member of the university community has the responsibility to understand, support and practice them. When standards of academic integrity are followed, teaching and learning can proceed in an environment of trust. When such standards are violated, teaching and learning are in doubt and suspicion. Therefore, the best interests of the university community require that cases of alleged academic dishonesty be addressed seriously but equitably. At Bridgewater State University, academic honesty is expected of all students; plagiarism and cheating are not condoned and are subject to academic penalty, which may result in a failure for the course in which the violation took place. A violation may result in a reduced grade, suspension or dismissal from the university.

Academic misconduct includes, but is not limited to, plagiarism, cheating and dishonest practices. The procedure for implementing an academic penalty for academic misconduct is as follows:

- The instructor shall notify the student of the alleged violation, and they shall discuss the matter usually within seven days of the notice of the alleged infraction. The instructor and/or the student may request that the department chair, or other party from the university, be present at this meeting. The instructor shall notify the department chair and the associate provost for faculty affairs of the nature of the alleged violation, the outcome of the meeting held with the student, and the penalty, which may include a reduced grade on an assignment or in the course, including failure. The instructor reports the case to the Academic Review Panel, and may refer the case for review. The instructor shall inform the student that further action may be taken by the associate provost for faculty affairs, in cases of repeat offenses. The associate provost for faculty affairs will refer cases of repeat offenses to the Academic Review Panel.
- If the matter is not resolved, the student or instructor may request a hearing within five school days before the Academic Review Panel, and the student and instructor, each with a representative serving in an advisory capacity, should either choose to have one, shall meet with the panel to discuss the alleged violation of university policy. The Academic Review Panel shall conduct its investigations, usually within 15 days following notification, and shall follow the requirements of due process. Based upon the allegations or evidence received, the panel may recommend further sanctions, or no change in sanctions, or a reduction in sanctions, and will take into account any previous infractions only after it concludes its investigation of the present case. Further sanctions may include suspension or expulsion.

Requests by students for hearings by the Academic Review Panel will be considered on the basis of inappropriate sanctions, violation of due process, procedural error that negatively impacted the outcome, or new evidence that was not reasonably available at the time of the meeting with the instructor.

The Academic Review Panel will consist of three faculty members and two student members of the academic policies committee, appointed annually by the chairperson of that committee; three members must be present, including at least two faculty members, to constitute a quorum. In addition, the associate provost for faculty affairs will serve in a nonvoting capacity as adviser to the panel and will maintain a record of reported violations by students. Multiple offenses by a student may have a bearing on the sanctions imposed by the panel. All evidence before the Academic Review Panel is confidential.

Any decision of the Academic Review Panel shall be forwarded in writing to the associate provost for faculty affairs, who shall inform both the student and the instructor of the decision in writing by hand delivery or by return-receipt-requested, addressee-only mail. Once a student has received notice from the instructor that he or she has been charged with an academic integrity violation, the University reserves the right to award a letter grade or impose other sanctions as determined by the instructor or Academic Review Panel even if the student has withdrawn from the course, should proceedings by the instructor or the Academic Review Panel conclude that such sanctions are appropriate. Where applicable, a formal written notice will be sent to the Registrar's Office so that the student's record can be adjusted.

An appeal by either party shall be made to:

Dr. Howard B. London, Provost and Vice President for Academic Affairs

Academic Affairs

Boyden Hall, Room 104

Phone: 508.531.1295

Hlondon@bridgew.edu

### Classroom Conduct Policy

Because all students and faculty at Bridgewater State University are entitled to a positive and constructive teaching and learning environment, Bridgewater State University students are prohibited from engaging in behavior or activity that causes the disruption of teaching, learning, research or other academic activities necessary for the fulfillment of the university mission.

If disruptive behavior occurs, whether in the classroom or another academic environment, a faculty member has the right to remove the student from the classroom setting. Examples of potentially disruptive behavior may include, but are not limited to, using derogatory, vulgar and insulting language directed at an individual or group, unsolicited talking in class, sleeping in class, using or activating mobile technology, arriving at or leaving the classroom while class is in session, and/or failing to comply with the legitimate request of a university faculty member.

If a student exhibits disruptive behavior, the faculty member may ask the student to stop the behavior. If the student does not comply with the professor's request, he or she will be asked to leave and the professor will indicate the expected appropriate conduct to be able to return to class. If the student agrees to the faculty member's instructions and returns to class but subsequently continues to engage in disruptive behavior during future class sessions, the faculty member will forward written documentation of the student's behavior to the respective department chairperson, who will meet with the student to review the matter and determine an appropriate course of action. While the courses of action will vary, they may include referral to advising or counseling, reduction in grade, or withdrawal from the course. If the student does not comply with the course of action and continues to engage in disruptive behavior, the student may be withdrawn from the course after a review conducted by the associate provost for faculty affairs. This action may have implications for the student's full-time status, financial aid, health insurance and resident status.

Students who exhibit behavior that immediately endangers or seriously disrupts the establishment or maintenance of an appropriate learning environment in the classroom are subject to an immediate review by the associate provost for faculty affairs. If, at any time, faculty or students feel threatened, they should call Campus Police at 1212.

In all cases involving an individual with a disability, including mental disabilities, this policy will operate to make determinations based upon an individual's behavior rather than upon the individual's status of having a disability. Students have a personal obligation to obtain medical care for conditions that may affect their conduct, and to take any related medications as prescribed by their physicians. Under applicable disability laws, students with disabilities are responsible for their disruptive conduct.

The vice president for academic affairs will act as the sole and final appeal for any decisions made by the associate provost for faculty affairs.

The student may also be subject to disciplinary action under the Student Code of Conduct.

### **Make-up Tests and Examinations**

The procedure for making up an examination held during the semester is determined by the individual instructor or the department. If a student misses an examination, it is the student's responsibility to notify the instructor immediately so that alternative arrangements may be made.

The privilege of making up a final examination will be granted only when the cause has been the serious illness of the student or a member of his or her immediate family. All such excuses must be documented by a medical doctor and submitted to the instructor of the course.

## **ACADEMIC STANDARDS**

In order for a degree-seeking or non-degree student to maintain good academic standing at Bridgewater State University, his/her cumulative Grade Point Average (GPA) must remain above 2.0.

Students should review the chart below to determine if their GPA will result in an academic warning, probation, or separation from the university:

<b>Earned Credit Hours</b>	<b>Academic Warning</b>	<b>Probation</b>	<b>GPA Separation Below This GPA</b>
0-16	2.0-2.19	Below 2.0	1.00
17-31	2.0-2.19	Below 2.0	1.50
32-46	2.0-2.19	Below 2.0	1.65
47-61	2.0-2.19	Below 2.0	1.75
62-89	2.0-2.19	Below 2.0	1.85
90 and above	must maintain 2.00 or better	—	2.00

In order for a first semester transfer student to avoid separation from the university, his/her cumulative GPA must remain at 1.5 or above. After the first semester, a transfer student follows the table above.

### **Academic Probation**

Students on academic probation are limited to 13 semester hours during the semester they are on probation. In addition, academic probation may involve 1) an adjustment in the student's academic load, 2) frequent interviews between the student and adviser for the analysis of difficulties and for checking the student's progress, 3) a stipulation that certain courses be taken to improve the student's academic performance, 4) restrictions on the student's extracurricular activities, and 5) other such precautions as are deemed advisable.

### **Academic Separation**

Students who have been academically separated from the university may not take courses at the university (day or evening) for at least one academic semester. After this time period, students may apply for readmission through the Office of Admission. Although not required,

it is recommended that readmission applicants give evidence of at least one semester of academic work with a 2.5 GPA or higher at some other institution of higher learning. Students who have previously completed courses at a college or university are reminded that course work taken elsewhere will not necessarily be accepted as transfer credit. Additionally, of the 90 total credits that may be accepted in transfer by Bridgewater State University and applied to the baccalaureate degree, only 69 credits will be accepted from two-year institutions.

An undergraduate degree-seeking student who is academically dismissed twice can only apply for readmission after a three-year period. If readmitted, the student is placed on academic probation and must achieve a minimum GPA of 2.0 in order to continue.

The grade point average of the student will be resumed after readmission. Students who have left the university for a minimum of three years may be given special consideration upon written appeal to the vice president for academic affairs.

**NOTE:** Academic readmission or reinstatement to the university does not guarantee renewed financial aid eligibility. The student must contact the Financial Aid Office to be considered for financial aid.

### **Satisfactory Academic Progress**

In addition to being in good academic standing (please see the preceding section), a student is defined as making satisfactory academic progress when the academic record shows successful completion of a specified number of credits per semester. Full-time students must earn a minimum of 10 semester credits each semester to achieve satisfactory academic progress.

Students should note that many financial assistance programs require participants to make satisfactory academic progress in order to remain eligible. The definition of satisfactory progress for this purpose differs from that stated in the policy above.

See the "Financial Aid" section of this catalog for further information concerning satisfactory academic progress for financial aid purposes.

## **ATTENDANCE POLICY**

Students are responsible for satisfactory attendance in each course for which they are registered. Satisfactory attendance shall be determined by the instructor within the context of this policy statement. The approval of excused absences and the assignment of make-up work are the prerogative of the course instructor. The university's health service does not make judgments about whether a student can attend class except in rare cases when attendance would be harmful to the student's health or the health of others. In general, students will be excused without penalty for reasons such as illness, participation in official university events, personal emergencies and religious holidays. Students should consult with faculty members in advance of any absence whenever feasible.

**NOTE:** If a student fails to attend the first three class hours of a course, the instructor has the option of dropping the student from the course.

If a student has a concern with regard to the attendance policies or a faculty member has a concern about a student's excessive absence, he or she should confer with the chairperson of the department.

### **The Commonwealth of Massachusetts General Law on Absence of Student Due to Religious Beliefs (Chapter 151C, Section 2B)**

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

## **AWARDING OF UNDERGRADUATE DEGREES**

### **Degree Application**

Students who believe they are ready to receive their degree from Bridgewater State University are required to complete a formal degree application. These applications are available in the Registrar's Office. Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

Bridgewater State University holds an annual commencement ceremony in May, however degrees are awarded in January, May and August. Students graduating in January and August are encouraged to attend the May commencement ceremony.

Recommended graduation application deadlines are listed below:

**August 1:** for winter/January graduation

**December 20:** for spring/May graduation

**April 15:** for summer/August graduation

### **Graduation Requirements**

Curricula leading to baccalaureate degrees are so planned that a student carrying 15 credit hours each semester will ordinarily be able to complete the requirements for graduation in four years or eight semesters. Degrees will be awarded to candidates who have fulfilled the following:

- Submission by the student of a Degree Application to the Registrar's Office prior to the end of the graduation review for that semester/term (see recommended deadlines listed above).
- A MINIMUM of 120 earned degree credits, distributed according to the core curriculum requirements, the requirements of the declared major and any free electives.
- Satisfactory completion of all requirements for a bachelor's degree must be under a catalog in effect within eight years of the date of graduation. The catalog used, however, may be no earlier than the catalog in effect at the time of matriculation or, in the case of a change of major, concentration or minor, no earlier than the catalog in effect when the major, concentration or minor was formally declared.

Note: This policy does not apply to students enrolled in programs governed by state and/or federal regulations where current academic requirements may need to be met. Students should check with their departments where applicable.

- A MINIMUM of 30 credit hours completed through Bridgewater State University, as a degree-seeking student, including at least one half of the required courses in the major and any minor field (excluding cognate requirements). Note: Of the 90 credits that may be accepted in transfer by Bridgewater State University and applied to the baccalaureate degree, only 69 credits will be accepted from two-year institutions.
- A MINIMUM of 15 credit hours of the final 30 credit hours of a student's degree program completed through Bridgewater State University.  
Note: Any course taken at another accredited institution after admission to Bridgewater State University must have departmental preapproval. A student must complete a Request for Transfer of Undergraduate Credit Taken After Admission form for each course in advance of enrollment in the course.
- A MINIMUM cumulative grade point average (GPA) of 2.0 (or higher if required by the major at Bridgewater State University).
- Any other academic requirements of the student's major department as approved by university governance procedures.
- A MINIMUM major and minor grade point average (GPA) of 2.0 (or higher if required in the student's major(s) and minor(s) requirements taken through Bridgewater State University). The major GPA includes all courses completed in the major field (excluding cognate requirements), unless otherwise specified by the individual department. The minor GPA includes all courses required for completion of the minor, regardless of the department in which the courses are offered.

**NOTE:**

a. The credit earned in an introductory college skills course may not be used to satisfy the Core Curriculum Requirements nor may it be applied toward the minimum number of credits required for graduation in any major.

b. Students will not be allowed to receive their diplomas or transcripts until all financial debts to the university have been paid. Conferral of a degree occurs when the registrar finalizes the student's academic record and confirms that all requirements have been satisfied. Participation in the commencement ceremony does not constitute conferral of the degree. Similarly, inclusion of a student's name in such publications as the commencement program does not confirm eligibility for the degree.

### **Graduation Requirements – Second Degree Program**

Upon admission to a second undergraduate degree program (see the "Admission-Undergraduate" section of this catalog), the student will meet with an adviser from the major department to plan a course of study based on the current requirements of that major. That course of study must be approved by the chairperson of the department and forwarded to the Registrar's Office. Any changes in that course of study must also have the approval of the adviser and the chairperson and be forwarded to the Registrar's Office. If a student does not complete the course of study within four years of admission, the department may require the student to change the course of study to reflect changes in major requirements. (Note: This time period does not apply to students enrolled in programs governed by state and/or federal regulations where current academic requirements may need to be met. Students should check with their departments where applicable.) The graduation requirements for a second degree are as follows:

- The completion of a minimum of 30 semester hours through Bridgewater State University, as a degree-seeking student, beyond the first degree with a minimum cumulative grade point average (GPA) of 2.0 (or higher if required by the major department).
- The completion of at least one half of the required courses in the second degree major (excluding cognate requirements) through Bridgewater State University. The remainder of the major requirements may be satisfied by the transfer of courses from another accredited institution.
- A minimum cumulative grade point average (GPA) of 2.0 (or higher if required by the major department) in the student's major requirements taken through Bridgewater State University. The major GPA includes all courses completed in the major field (excluding cognate requirements), unless otherwise specified by the individual department. The minor GPA includes all courses required for completion of the minor, regardless of the department in which the courses are offered.
- The completion of all cognate requirements for the major as outlined on the adviser-approved course of study.

The Bridgewater State University Core Curriculum Requirements are satisfied by the student's first bachelor's degree, whether that degree was earned through Bridgewater State University or another accredited institution. Each student, however, must fulfill the state-mandated requirement in United States and Massachusetts Constitutions.

Both the cumulative grade point average (GPA) and the major grade point average (GPA) for the second degree will be based on all grades received through Bridgewater State University, and all undergraduate courses will appear on one continuous academic record. A student must maintain a minimum 2.0 cumulative GPA in order to remain in good academic standing at the university and continue in the program. Upon completion of the second degree, the student will be eligible to attend commencement and graduate with honors based on the cumulative GPA for all undergraduate-level work attempted through Bridgewater State University.

### Graduation With Honors

Academic excellence for the baccalaureate program is recognized by awarding degrees *summa cum laude* (cumulative GPA of 3.8 or higher), *magna cum laude* (cumulative GPA of 3.6 to 3.79), and *cum laude* (cumulative GPA of 3.3 to 3.59). The cumulative GPA determined for honors is based on all university-level work attempted through Bridgewater State University.

The *Commencement Program* is printed prior to grades being submitted for the student's final semester; therefore, the Registrar's Office must print the honors designation that a student has earned up to the time of publication. The student's diploma and finalized transcript, however, will reflect the official honors designation based upon the student's final grade point average.

For additional information concerning graduation visit [www.bridgew.edu/graduation](http://www.bridgew.edu/graduation).

## CREDIT HOUR AND GRADING SYSTEM

An undergraduate academic credit hour is equivalent to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks of each semester. Therefore, a three-credit class has an expectation of approximately three hours of classroom or direct faculty instruction and a minimum of six hours of out-of-class student work over that same time period. An equivalent amount of engagement is required for laboratory work, internships, practica, studio work, web-based courses and other academic work leading to the award of credit hours. For purposes of this definition, "one hour of classroom or direct faculty instruction" traditionally equals 50 minutes.

The university uses the letter-grade system of marking to indicate the student's relative performance: A (Superior); B (Good); C (Satisfactory); D (Poor); F (Failure); IP (In Progress); W (Withdrawn). Grades in the A, B, C, and D ranges may include a designation of plus or minus. In computing averages, grades are assigned the following numerical values:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

Certain courses such as internships and practica may be offered on a Pass (P)/No Pass (N) basis. Courses whose credits cannot be used toward degree credits earned are assigned grades of Satisfactory (S)/Unsatisfactory (U). No numeric value is assigned to grades P, N, S or U. A symbol of WA may be given to any student who ceases attending a course without withdrawing between the end of the drop/add period and the end of the withdrawal period.

*Grades for all courses (day and evening) at Bridgewater State University become a part of the student's record and are used in computing the GPA.*

### Transfer Symbols

Each course accepted in transfer by Bridgewater State University will show one of the following transfer symbols on all academic documents. No numeric value will be assigned, and the student's BSU GPA will not be affected.

TA, TA-, TB+, TB-, TC+, TC-, TD+, TD-, TR

### Audit

A student may audit (AU) a course to gain knowledge in a particular subject area without earning credit or a grade. Students auditing a course attend and participate in classes; however, they are exempt from examinations. The course is automatically designated "AU" and becomes part of the student's permanent academic record. Audited courses will not be used to fulfill degree or graduation requirements. Students must submit a completed Course Audit Request form before the close of the drop/add period. Forms are available at the Registrar's Office.

### Change of Grade

If a student believes that a mistake was made in the original grade recorded for a course, the student may petition the instructor for a change of grade no later than the last day of final exams in the academic semester following that in which the grade was recorded. A change of grade will not be considered after this time.

### Dean's List

The dean's list is published at the end of each semester to honor the academic achievement of full-time, degree-seeking undergraduate students. A 3.3 average for the semester is required with a minimum of 12 credits earned and no grades of "incomplete" (IN).

### Grade Point Average (GPA)

The Grade Point Average indicates the student's overall academic average. It is calculated on both a semester and a cumulative basis. The GPA is computed by multiplying the grade numerical value received in each course by the number of credit hours per course. These totals are combined, and the result is divided by the total number of semester hours carried.



## Incomplete

An incomplete (IN) may be given at the discretion of the instructor. The time by which missing work must be made up, both in graduate and undergraduate courses, is also at the discretion of the instructor; however, this time period may not extend beyond the last day of classes of the academic semester following that in which the incomplete was earned. If a course is not successfully completed by this deadline, the incomplete will automatically be changed to a grade of "F" (Failure), "N" (No Pass), or "U" (Unsatisfactory).

All work must be completed prior to graduation, including resolution of any grades of incomplete. The record is finalized as of the date the degree is conferred.

## Mid-Semester Warning Notices

Faculty may elect to send mid-semester warning notices to undergraduate students who are receiving less than a "C-" (1.7) average in any course at that time. It is the student's responsibility to meet with his/her adviser and the instructor of any course in which a warning is received. Since mid-semester warning notices are not issued by all instructors, students who do not receive notification are cautioned not to presume that they are maintaining a grade of "C-" or better.

## Repeat Courses

Credit cannot be awarded more than once for the same course, whether earned through BSU or in transfer. Credit also may not be awarded more than once for courses which are seen as equivalents to each other, in content or in outcomes. Ex: Credit may not be awarded for more than one first year seminar (\_\_\_\_199) or more than one second year seminar (\_\_\_\_298 or \_\_\_\_299) regardless of topic. All exceptions (ex. Internships) are marked in the catalog as "repeatable for credit."

An undergraduate student may choose to repeat a course through BSU. The repeated grade will replace the prior grade in the student's GPA regardless of which grade is higher. Although both courses and grades will appear on the student's transcript, credit for the course will be awarded only once as outlined above. **(Only courses taken through Bridgewater State University and repeated through Bridgewater State University will be eligible for use under this policy.)**

This policy does not apply to courses taken after a student has been awarded a bachelor's degree from Bridgewater State University. If a student repeats a course, after having graduated, that course and grade will appear on the BSU transcript, but the student will receive no credit and only the prior grade will be included in the calculation of the student's GPA.

**NOTE:** Repeating courses taken in a previous semester may affect certain federal and state benefits, various financial aid programs, loans, scholarships and social security benefits, in addition to athletic eligibility and veteran's benefits. The Veterans Administration will not pay for a repeated course in which a passing grade has been previously earned. Satisfactory Academic Progress requirements must be met for continued financial aid eligibility.

## Holds on Student Records

A hold may be placed on a student record for a variety of reasons: incomplete submission of required documents, outstanding balance, etc. The hold may prohibit registration, viewing grades, obtaining transcripts or receiving a diploma, depending on the type of hold. Students may view the type of hold on their account by logging into InfoBear, clicking on the Student Records link under the Student tab, then by clicking on View Holds.

## Readmission and Reinstatement

Undergraduate students who have not registered for courses for one or more semesters, or who have been academically separated from the university and who wish to re-enroll must file an application for reinstatement/readmission with the Office of Admission. See the "Admission-Undergraduate" section of this catalog for additional information.

# REGISTRATION AND ENROLLMENT POLICIES

## Change/Declaration of Concentration

To elect a concentration, students must complete a Program of Study Declaration form which is available from the Academic Achievement Center. Students may change their concentration at anytime.

## Change/Declaration of Major for Freshmen

All students who enter as freshmen must formally declare a major or choose the status of an undeclared major. The undeclared student should select a major by the end of the sophomore year. Freshmen may change their area of interest by obtaining the necessary form from the Academic Achievement Center. Although early childhood, elementary education and special education majors may not be formally admitted into the teacher education program until the second semester of the sophomore year, they must confirm their continued interest in these majors by the same process used by the other freshmen for declaration of majors. In addition to their education program, students must also elect a major in the liberal arts.

## Change of Major for Upperclassmen

Students may change majors at any time by obtaining the Program of Study Declaration form which is available from the Academic Achievement Center, securing the signatures of the department chairpersons involved, and filing the completed form with the Registrar's Office.

## Change/Declaration of Minor



In order to be enrolled in any minor offered by the university, a student must declare the intended minor on the Program of Study Declaration form available from the Academic Achievement Center. Students may change their minor at anytime. Degree-seeking students who plan on being licensed as secondary or middle school teachers should declare their minor in secondary education during their freshman or sophomore year.

### **Class Year Designation**

Degree-seeking students are designated as being in a given class year based on the number of credits they have earned for courses successfully completed. The list below shows the number of credits that must be earned in order for a student to be designated as a member of a particular class year.

*For registration purposes, degree-seeking students will be classified based upon the total number of credit hours earned prior to the semester in which the registration is held.*

#### **Classification Credit Hours Completed**

Senior	84
Junior	54
Sophomore	24
Freshman	–

### **Course Audit**

Students may audit courses under the guidelines noted below. The student will receive no academic credit for the courses nor will a grade be reflected in his or her cumulative grade point average.

- A student may audit a course subject to the approval of his or her adviser or department chairperson and consent of the instructor.
- A student is subject to conditions established by the department and/or instructor for the audited course.
- A student registering for credit has course enrollment preference over an auditing student. Therefore, a student must register for audit only during the drop/add period by submitting forms provided by the Registrar's Office. A student's status as an auditor in a course cannot be changed.
- A student may register for one audit course per semester. Exception may be granted by petition to the appropriate college dean.
- A student receives no credit for an audited course. The student's academic record will reflect the course enrollment with the notation "AU".
- A student will be charged the same tuition and fees for an audited course as for a course taken for credit.

### **Course Drops and Adds**

The Drop/Add Schedule is as follows:

- The Drop/Add period for 15-week semester courses ends after the 6<sup>th</sup> weekday of the semester.
- The Drop/Add period for seven-week quarter courses ends after the 3<sup>rd</sup> weekday of the quarter.
- The Drop/Add period for five-week summer courses ends after the 3<sup>rd</sup> weekday of the session.
- The Drop/Add period for 10-week summer courses ends after the 5<sup>th</sup> weekday of the session.
- The Drop/Add period for nonregular courses ends one weekday after the first class meeting. However, students cannot add intensive (e.g., weekend or one-week) courses after the first class meeting.

No adds or drops will be permitted after these deadlines. Students are able to drop and add classes online through InfoBear. Alternatively, drop/add forms are available at the Registrar's Office during the drop/add period. It is advisable that students discuss changes in their schedule with their adviser.

If students fail to drop courses appropriately, a grade of "F" may be entered on their academic record. This grade will be used in computing the GPA.

### **Course Load**

Full-time undergraduate students must carry a course load of 12 to 18 credit hours or the equivalent each semester. The typical course load is 15 credit hours. Students wishing to carry more than 18 credit hours must receive permission from the appropriate college dean prior to registration. Failure to carry at least 12 credit hours may jeopardize housing, financial aid status, athletic eligibility and health insurance.

Undergraduate students wishing to carry a course load of more than 14 credit hours during the summer must obtain permission from the appropriate college dean prior to registration.

It is recommended that students not carry semester courses during the semester in which they enroll in student teaching.

Note: Intersession credits are included in the spring semester in determining the student's course load status.

### **Intercollegiate Athletics Eligibility**

The following rules govern intercollegiate athletics eligibility for most students attending Bridgewater:

- A student athlete must be a full-time, degree-seeking undergraduate student.
- A student athlete must maintain a minimum of 12 credit hours or the equivalent each semester.
- A student athlete must maintain a minimum grade point average (GPA) of 2.0.

- A student-athlete must pass 24 credit hours (normal progress rule) or the equivalent in an academic year as a full-time student.
- A student athlete must sign the NCAA student athlete statement concerning eligibility, a Buckley Amendment consent and a drug testing consent.

Student athletes are required to undergo both physical and orthopedic examinations prior to competing on intercollegiate teams. Specific information on these exams can be obtained either from the director of athletics or from the head athletic trainer.

In addition, there are very specific requirements which must be met by transfer students from other four-year institutions, transfer students from two-year or junior colleges, and students who have been involved in multiple transfers. For information, please confer with the director of athletics.

On a case-by-case basis, a student enrolled in a part-time academic course load, as an accommodation to a documented disability, will not be excluded from participating in athletic programs. The student shall follow the normal petition and appeal processes through the director of athletics and recreation.

### **Prerequisites**

Students must have the necessary prerequisite for each course. Prerequisites, if any, are indicated with the individual course listing and are enforced at the time of registration. Prerequisite courses taken at institutions other than Bridgewater State University must be documented (transcript or grade report, and in some cases, course description) prior to registration.

Students who wish to enroll in a course without the prerequisite(s) must obtain a Prerequisite Override form prior to registering for the course. The form must be signed by the chairperson of the department through which the course is offered and, in some cases, the instructor of the course. Students seeking an override of professional education prerequisites for courses taught through the College of Education and Allied Studies must complete a Request for a Student to Take an Upper Level Professional Education Course Without Formal Program Admission form and obtain all required signatures.

### **Registration**

Preregistration is held for returning, degree-seeking undergraduate, graduate and joint admission students in November for the spring semester and in April for the fall semester. During the advising period held two weeks prior to registration, a student meets with his/her adviser to review the student's progress toward meeting core curriculum requirements and specific degree requirements. A class schedule is developed, and the student's registration form is signed by the adviser. In the case of double majors, the form must be signed by both advisers.

Preregistration is available via the Web and in person. Students who wish to register via the Web must secure electronic permission to register from their adviser at their advising session. Preregistration time is based on the student's classification (senior, junior, sophomore, etc.) at the close of the previous semester. An undergraduate non-degree student may register for courses after the registration sessions for new degree-seeking students have been held in August and January. For more information about non-degree status, see the "Admission-Undergraduate" section of this catalog. Students will not be allowed to register for courses until all financial debts to the university are paid and health records are up to date.

Prior to each registration period, course listings, specific registration dates and registration instructions as well as up-to-date information concerning course openings and prerequisites are online through InfoBear under QuickLinks at the Bridgewater State University website [www.bridgew.edu/infobear](http://www.bridgew.edu/infobear).

### **Withdrawal From the University**

Forms for official withdrawal from the university may be obtained from the Academic Achievement Center located in the Maxwell Library. Professional staff from the Academic Achievement Center will assist in completing the process, including the review of alternatives available to the student. Should the student leave the university without giving official notification, failing grades will be recorded for all courses. After the 10<sup>th</sup> week of classes, grades will be recorded for all classes and the withdrawal will not be effective until the last day of the semester.

### **Withdrawal From Courses Following the Drop/Add Period**

Students may withdraw from courses following the drop/add period if they submit a Course Withdrawal form to the Registrar's Office by the appropriate semester deadline date, which is posted at [www.bridgew.edu/registrar/dropaddwithdraw.cfm](http://www.bridgew.edu/registrar/dropaddwithdraw.cfm). If a student falls below full-time status after withdrawing from a course, he or she should be aware that eligibility for some sources of financial aid, health insurance, participation in extracurricular activities and on-campus housing may be affected.

The Course Withdrawal Schedule is as follows:

- The withdrawal period for 15-week semester courses ends the weekday following the completion of the tenth week of the semester.
- The withdrawal period for seven-week quarter courses ends the weekday following the completion of the fifth week of the quarter.
- The withdrawal period for five-week summer courses ends the weekday following the completion of the third week of the session.
- The withdrawal period for 10-week summer courses ends the weekday following the completion of the seventh week of the session.
- The withdrawal period for nonregular courses typically ends one weekday following the point when approximately 70 percent of the course has been completed. Students should consult the Registrar's Office for exact deadlines for withdrawal from these courses.

- Students who are taking a course online or off-campus or who are non-degree seeking must meet established deadlines and procedures.

No withdrawals will be permitted after these deadlines unless the student can demonstrate that extraordinary circumstances (e.g., sudden illness, a death in the family) have prevented the student from withdrawing by the published deadline. Consult the Academic Achievement Center for more information about withdrawals after the deadline.

Course withdrawals will be indicated on the student's transcript with a "W" and will not affect the calculation of the student's grade point average.

### **Transcripts**

A transcript is a cumulative, permanent record of a student's grades and degrees earned at Bridgewater State University. Students may request a copy of an official transcript from the Registrar's Office, and current students can access their unofficial transcripts through InfoBear. See the Registrar's Office website for details.

### **Transfer of Credit After Admission**

In order to receive credit for courses taken at other accredited institutions, degree-seeking undergraduate students must obtain approval in advance. Failure to obtain this approval could result in denial of the course credit.

Request forms are available on the Registrar's website at [www.bridgew.edu/registrar](http://www.bridgew.edu/registrar) and in the Registrar's Office. Requests for approval of a course from another institution should be accompanied by the course description from that institution's catalog. Approval must be obtained prior to registering for the course at the other institution. It is the student's responsibility to have official transcripts sent directly by the institution to the Registrar's Office upon completion of the course.

**NOTE:** A minimum grade of "C-" is required for credit transfer. Of the 90 credits that may be accepted in transfer by Bridgewater State University and applied to the baccalaureate degree, only 69 credits will be accepted from two-year institutions. Grades for courses taken at an institution other than Bridgewater State University are not used in computing the student's GPA.

### **Credit by Examination**

The university encourages qualified students to meet certain graduation requirements through "Credit by Examination." Currently the university will award credit for successful completion of the College Level Examination Program's (CLEP) general or subject area examinations. In addition, certain departments offer their own examinations for which credit can be awarded. Additional information can be obtained from the Office of Testing Services in the Academic Achievement Center, 508.531.1780.

See the "Admission-Undergraduate" section of this catalog for further information concerning credit by examination.

# GRADUATE ACADEMIC POLICIES

## ■ GENERAL POLICIES AND PROCEDURES

Students are responsible for all information given in the latest edition of the catalog. Students who have questions regarding the graduate policies presented in this catalog should contact the College of Graduate Studies.

### Academic Integrity Policy

The College of Graduate Studies at Bridgewater State University, like all institutions of higher learning, considers academic integrity to be an important hallmark for graduate students and scholars. The importance of academic integrity and honesty, which is taught at the undergraduate level, continues to be even more vital for scholars and researchers at the graduate level, who find themselves writing seminar papers, research papers and theses. All graduate degree programs at Bridgewater State University require courses in research where conventions of documentation are taught. Graduate students, who are acquiring scholarly habits and skills in degree programs, must rely on the scholarship that has preceded them, and they must acknowledge the scholarship in their own academic work by adhering to the time-honored conventions of their discipline. In short, graduate students are entering a community of scholars and must respect the rules and traditions of that community. Sometimes, however, graduate students violate the accepted principles and policies of academic integrity and honesty. The dean of the College of Graduate Studies reviews any infractions of academic integrity. The following examples represent a partial list of serious breaches of academic integrity:

- Plagiarizing any published or online source, including "Blackboard", Moodle" and other online discussions, and claiming them as one's own;
- Not properly documenting quotations and paraphrases in one's texts, i.e., not using footnotes, endnotes, parenthetical citations or other conventional methods of documentation;
- Inadequate paraphrasing, with or without proper documentation;
- Copying portions of Internet sources without proper documentation and citations;
- Creating false documentation, i.e., purposely fabricating information used in references, endnotes and footnotes;
- Using or copying from another student's written work with or without the student's permission;
- Taking an examination for another student;
- Cheating on an examination;
- Purchasing a paper or assignment from an online source or another student and claiming it as one's own;
- Writing a paper or report for another student;
- Altering or falsifying data.

Serious violations of academic integrity are not limited to this list. Penalties for academic misconduct may include the following:

- A grade of "F" or "N" (as appropriate) in the course;
- A grade of "F" for the assignment being evaluated;
- The assigning of additional course work;
- Suspension from graduate programs;
- Dismissal from graduate programs.

The procedure for implementing a penalty for academic dishonesty or misconduct, which includes, but is not limited to, plagiarism and cheating, is as follows:

- The professor will notify graduate students of any alleged violations of the College of Graduate Studies' Academic Integrity Policy, and they shall discuss the matter in person, via email or by phone within seven business days of the discovery of the alleged misconduct. (The professor may invite a third party to the meeting, if warranted.) If it is determined that academic dishonesty or misconduct has occurred, the students' advisers, the graduate program coordinators, department chairpersons, the appropriate college deans and the dean of the College of Graduate Studies will be notified by the professor in writing of the misconduct, the proposed penalty, and the outcome of the discussion with the students. A record of the case, including the letter from the professor, along with any supporting documentation, will be kept in students' files at the College of Graduate Studies.
- If the matter is not resolved through the initial process described above, students may file letters of appeal within five business days to the dean of the College of Graduate Studies, attaching any relevant documents. The dean will submit appeals to the Graduate Education Council (GEC). The professors and the students will be notified of the meeting times and dates and invited to attend a meeting of the Graduate Education Council, at which time matters will be reviewed. In conducting its reviews, the Graduate Education Council will follow the requirements of due process. Both students and professors can attend the meetings with representatives, who may serve as advisers or advocates.

Under the direction of the chair of the Graduate Education Council, the GEC will review student appeals and make its decision, which shall be forwarded in writing to the dean of the College of Graduate Studies. Based upon the allegations or evidence received, the Graduate Education Council may recommend further sanctions, no change in sanctions or a reduction in sanctions. The Graduate Education Council will take into account any previous infractions only after it concludes its investigation of the present case. Further sanctions may include suspension or dismissal.

Students and professors involved will receive copies of the decision letter from the Graduate Education Council, and copies will be provided to the students' advisers, graduate coordinators, department chairpersons and appropriate college dean. A copy of this letter will also be placed in the students' official files in the College of Graduate Studies.

### **Academic Probation and Academic Review and Dismissal**

Students who are placed on academic probation or academic review/dismissal are notified by letter with copies to their adviser and graduate program coordinator.

#### **Academic Probation**

Any graduate student whose cumulative GPA falls below 3.0 will be notified that they are on academic probation. When graduate students are placed on academic probation, they will receive a letter from the College of Graduate Studies. This letter informs students that they should be mindful that their GPA has fallen below a 3.0. Students should discuss the matter with their advisers.

#### **Academic Review/Dismissal**

If students' grade point averages (GPAs) remain below a 3.0 for two consecutive semesters, their academic progress is in jeopardy. The student is subject to academic review by the dean of the graduate college and the student's program coordinator. It is at this time that the decision is made whether to have the student remain on probation or be academically dismissed. The College of Graduate Studies makes every attempt not to dismiss students from academic programs, though prolonged GPAs below 3.0 may result in academic dismissal.

#### **Academic Standing for Graduate Students**

In the courses used to satisfy degree requirements, the minimum standard for satisfactory work is a 3.0 average. Graduate students must make satisfactory progress toward completion of their degree programs within the university's statute of limitations. Students who are not making such progress are subject to separation from their programs. Students should be aware that eligibility for some sources of financial aid and health insurance may be affected.

#### **Appeals**

Graduate students, who experience problems pertaining to graduate policies, including academic performance, program requirements or other academic issues, may petition to have the matter considered through the established review process of the College of Graduate Studies.

- Submit a written appeal to the course instructor if the issue is course-related or to the academic adviser if the matter is program-related.
- If unresolved, submit a written appeal to the department graduate program coordinator.
- If unresolved, submit a written appeal to the appropriate college dean.
- If unresolved, submit a written appeal to the dean of the College of Graduate Studies.
- The dean of the College of Graduate Studies will submit graduate student petitions to the Graduate Education Council (GEC) for review. (The GEC consists of representatives from the university's graduate faculty, administrators and graduate student body.)

#### **Attendance Policy**

If a student fails to attend the first three class hours of a course, the instructor has the option of dropping the student from the course.

#### **Change of Adviser**

Students seeking to change their adviser must complete the Change of Adviser form available from the College of Graduate Studies intranet site.

#### **Change of Grade**

If students believe that a mistake was made in the original grade recorded for a course, they may petition instructors for a change of grade no later than the last day of final exams of the following academic semester (not including summer sessions) in which the grade was recorded. A change of grade will not be considered after this time.

#### **Change of Name and/or Address**

Students must promptly notify the Registrar's Office of any change in name or address by using the appropriate form. To process a name change, official legal documentation (i.e., marriage certificate) must be presented. Forms may be printed from the university website, [www.bridgew.edu/registrar/forms.cfm](http://www.bridgew.edu/registrar/forms.cfm).

#### **Change of Program**

All requests to change from one graduate program to another are subject to departmental approval. Students wishing to change programs must complete the Change of Program form. Students seeking to change their program must review the admission requirements in this catalog as additional application materials may be requested by the Graduate Admission Office. Appropriate credits earned prior to a program change may be used for the new graduate program with the approval of the new adviser and graduate program coordinator and as long as all program requirements and College of Graduate Studies policies are met. The Change of Program form can be found at the College of Graduate Studies intranet site.

#### **Comprehensive Examination**

In most graduate programs, graduate students must take comprehensive examinations that reflect the full ranges of their programs. The comprehensive examination is based upon the students' major areas of study, as well as related areas, and may include work done on a thesis. Students must give evidence that they can integrate information and ideas from the various areas in which they have studied. The comprehensive examination may be written, oral and/or Web-based, as determined by the students' departments.



To be eligible for a comprehensive examination, students should be near completion of the course work specified by their major academic departments. Students must have a minimum 3.0 GPA or satisfactory academic standing or progress to sit for the exam. Students who plan to take the comprehensive examination must file a Comprehensive Examination Request form in the College of Graduate Studies. There is a nonrefundable comprehensive examination fee of \$60 for master's degree candidates and \$75 for CAGS candidates. Students who fail to sit for the exam or fail the exam must reapply and are charged an application fee.

The comprehensive examination fee will be charged to the student's account. The Comprehensive Examination form can be found at the College of Graduate Studies intranet site. Ordinarily, comprehensive examinations are given during the months of November and March/April. The academic departments set the specific date of the comprehensive examination. The completed forms with necessary signatures and fees must be filed in the College of Graduate Studies on or before the appropriate application deadlines:

Oct. 1                for November comprehensive examinations

Feb. 1                for March/April comprehensive examinations

All students who take the comprehensive examination will receive their results by mail in a timely fashion.

Students who fail the comprehensive examination shall be given one additional opportunity to pass. Students should meet immediately with their faculty advisers or designated personnel to review weaknesses of their performances, and prescribed programs of study should be designed to help students prepare for the second examination. After students have made substantial progress in the additional work prescribed by the department, students will be allowed to retake the comprehensive examinations. Students will be required to notify the College of Graduate Studies of the exam date and repay the comprehensive examination fee. Students who fail a second comprehensive examination are subject to academic dismissal.

### **Continuation or Interruption of Course Registration (Reinstatement)**

Graduate students have six years to complete their degree programs. Should graduate students not enroll in courses during the fall or spring semesters, students will be considered inactive. If students are deemed inactive and wish to register for courses, they must complete a reinstatement form available from the College of Graduate Studies intranet site or by calling 508.531.1300. The completed form may be submitted by fax to 508.531.6162. This policy is designed to ensure appropriate academic advising and counseling for all graduate students enrolled in degree programs including non-degree students.

### **Course Drops and Adds**

The Drop/Add schedule is as follows

- The Drop/Add period for 15-week semester courses ends after the sixth weekday of the semester.
- The Drop/Add period for seven-week quarter courses ends after the third weekday of the quarter.
- The Drop/Add period for five-week summer courses ends after the third weekday of the session.
- The Drop/Add period for 10-week summer courses ends after the fifth weekday of the session.
- The Drop/Add period for non-regular courses ends one weekday after the first class meeting. However, students cannot add intensive – e.g., weekend or one-week – courses after the first class meeting.

No adds or drops will be permitted after these deadlines. Students may drop and add classes online through InfoBear. Alternatively, drop/add forms are available at the Registrar's Office or at its website [www.bridgew.edu/registrar/forms.cfm](http://www.bridgew.edu/registrar/forms.cfm) during the drop/add period. It is advisable that students discuss changes in their schedule with their adviser.

If students fail to drop courses appropriately, a grade of "F" will be entered on their academic record. This grade will be used in computing the GPA.

A student needing to request a late drop due to unforeseen circumstances must appeal in writing to the dean of the College of Graduate Studies.

### **Course Load**

Full-time graduate study for master's degree and CAGS students is defined, for academic purposes only, as being enrolled in nine or more graduate credits in a given semester. To be considered full-time, postbaccalaureate program students may be required to carry a course load of at least 12 credits each semester, as defined under "Course Loads" in the "Undergraduate Academic Policies" section of this catalog. The Advanced Postbaccalaureate (APB) program follows the same rules as the Masters degree and CAGS students.

Full-time graduate students may register for up to 15 credits during both the fall and spring semesters and up to 14 credits during the two summer sessions. Students wishing to register for more than the maximum credit load must receive permission in writing from their graduate advisers and graduate program coordinators.

Full-time graduate students must comply with Immunization Requirements. See the "Immunization Requirements for Graduate Students" section of this catalog.

Note: Courses scheduled between the fall and spring semester (intersession courses) are considered part of the spring semester course load for graduate students.

### **Course Registration**

Prior to the registration period for the fall and spring semesters and summer sessions, students should refer to their degree audits which are available through InfoBear at [www.bridgew.edu/ahomepg.htm](http://www.bridgew.edu/ahomepg.htm) to ensure compliance with the graduate degree requirements. Graduate students are not required to have registration forms signed by their advisers; however, graduate students should consult their advisers on a regular basis regarding their course schedules. Degree-seeking graduate students who register on-line will be billed for their tuition and fees by the Office of Student Accounts. These bills are emailed to graduate students.



Graduate course work is offered on either a full- or part-time basis. Students should realize that it is not always possible to set an absolute deadline for completing a graduate program due to such factors as the university's need to reserve the right to cancel any course for which there is insufficient enrollment and the need of the departments to offer courses on a rotating basis. The university and academic departments, however, make every effort to schedule courses in a timely manner.

Students who have applied and been denied admission to a degree program will not be allowed to register for graduate courses. Students will have a registration hold placed on their account by the College of Graduate Studies. Students must submit an appeal letter or email to the dean of the College of Graduate Studies prior to registering.

### **Courses Taken Prior to Matriculation**

Prior to matriculation, students are permitted to enroll in up to six credits in programs that require 39 or fewer credits at BSU. In programs requiring 40 or more graduate credits, students may enroll in up to nine credits prior to matriculation. The policy allows interested graduate students to sample a BSU academic program before making a full commitment to graduate study.

### **Credit Hour Definition**

A graduate academic credit hour is equivalent to one hour of classroom or direct faculty instruction and a minimum of three hours of out-of-class student work each week for approximately 15 weeks of each semester. Therefore, a three credit class has an expectation of approximately three hours of classroom or direct faculty instruction and a minimum of nine hours of out-of-class student work over that same time period. An equivalent amount of engagement is required for laboratory work, internships, practica, studio work, web-based courses and other academic work leading to the award of credit hours.

### **Deadlines**

Graduate students are reminded of their responsibility to consult the College of Graduate Studies intranet website for deadlines and dates for admission, comprehensive examination requests and applications to graduate.

### **Directed or Independent Study**

Graduate students are allowed to undertake a directed or independent study under the supervision of a faculty member. The course Directed Study XXXX 503 (1-3 credits) and XXXX 603 (3 credits) are designed for graduate students who desire to study selected topics in their fields. Directed study may not be used to substitute for courses that are required in the program or to study topics that are covered in required or elective courses in the program.

Directed study follows the same registration procedures as all academic course work on campus; that is, arrangement for directed study must take place prior to the time of registration with all forms completed and on file at the appropriate departmental office. Enrollment in directed study is limited to students who have been accepted to a graduate program at Bridgewater State University and who have completed a minimum of 15 approved graduate credits. Directed Study forms may be found at [www.bridgew.edu/registrar/forms.cfm](http://www.bridgew.edu/registrar/forms.cfm).

### **Grading System**

The College of Graduate Studies requires that degree-seeking graduate students maintain a high level of academic standing as they advance in their degree programs. The grading system for graduate students at BSU is different from that of the undergraduate programs. Graduate course achievement will be rated A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), F (0), W (Withdrawn), IN (Incomplete), or AU (Audit). Some courses are graded on a P (Pass)/N (No Pass) basis. Refer to the "Course Descriptions" section in this catalog.

This grading system puts more pressure on graduate students to perform at a higher level than undergraduate students. Though graduate students may earn less than a "B" in a course, the overall GPA must be a 3.0 at the time of graduation.

Some departments have additional grade requirements.

### **Graduate Advisers and Graduate Program Planning**

Graduate students who are accepted are assigned advisers in the students' area of study. Students in several programs are required to enroll in the program planning course GRPP 501 Graduate Program Planning (one graduate credit) as part of the minimum credit requirements in their program. Students should consult specific program requirements to see if this course is required. Students should work closely with their adviser in selecting courses and reviewing degree requirements.

Students' academic and professional backgrounds and objectives are considered during the planning and development of a coherent program of graduate study. Graduate students who have been accepted into a master's degree or CAGS program should enroll under the direction of their advisers immediately after acceptance by the College of Graduate Studies and prior to enrolling in any additional courses. For details, graduate students should contact their advisers.

All accepted graduate students will receive copies of the Graduate Program Proposal form from the College of Graduate Studies. Students are required to have a completed copy of this form sent to the College of Graduate Studies when applying to graduate. The form can be found at [www.bridgew.edu/graduation](http://www.bridgew.edu/graduation).

### **Graduate and Undergraduate Credit**

Courses at Bridgewater State University with 500- and 600-level numbers carry graduate credit and are open only to graduate students. Undergraduate students may request to enroll in a 500-level course for graduate credit, or they may request that the course be applied to their undergraduate program. Approval is based upon the following criteria:

- Students must be seniors in their last semester of course work
- Students' GPAs must be a 3.5 or higher

- Students' written requests must be approved by the chair of the students' major departments, academic college dean and the dean of the College of Graduate Studies

If a student takes a graduate level course and it is applied toward an undergraduate degree, the course will always be considered an undergraduate level course.

Certain designated 400-level courses may be taken for either graduate or undergraduate credit. The College of Graduate Studies guidelines for faculty teaching these courses indicate that advanced work must be required of graduate students taking 400-level courses. The guidelines recommend more rigorous examinations and preparation of longer, more sophisticated research papers, so that graduate students may take into account the different quantitative and qualitative standards associated with graduate study.

### **Immunization Requirements for Graduate Students**

Immunization requirements apply to all full-time graduate students, regardless of age. To achieve full-time graduate student status, according to the Commonwealth of Massachusetts Immunization Laws, students must be enrolled in nine or more credits from one institution in any one semester, regardless of the location of the course or the actual dates that the course or internship is held.

The Health Services staff can assist you in meeting the requirements by offering immunizations and advice on how to be compliant with the law. **Failure to comply places future registration for classes on hold until all requirements are met.**

Please call Health Services at 508.531.1252 to arrange an appointment or see "Immunization Requirements" at [www.bridgew.edu/healthservices](http://www.bridgew.edu/healthservices) for further information.

### **Incomplete**

An incomplete (IN) may be given at the discretion of the instructor. The time by which missing work must be completed is also at the discretion of the instructor; however, this time period should not extend beyond the last day of classes of the academic semester following that in which the incomplete was earned. Courses that are not successfully completed by this deadline will automatically be changed to a grade of "F" (Failure) or "N" (No Pass). Candidates for graduation should note, however, that all work must be completed prior to graduation, including resolution of any grades of incomplete, since as of the date the degree is conferred the record is finalized.

To request an extension, students must contact their professors. If an extension is approved, faculty members should contact the dean of the College of Graduate Studies and the college dean of the course via email. The college dean of the course will notify the Registrar's office if the extension is approved.

### **Program and Course Prerequisites**

Program and course prerequisites may be required to ensure adequate preparation for graduate work in the area of study. In certain cases, program prerequisites may be fulfilled after the applicant's acceptance by the College of Graduate Studies. Certain advanced courses may require that students have completed specific prerequisite courses.

### **Readmission to the Program from Which the Student was Dismissed**

Students who have been academically dismissed and want to be readmitted into the same program, must submit a letter of appeal to the dean of the College of Graduate Studies and the graduate program coordinator. If a course does not meet the academic standing requirements of Statute of Limitations, students must appeal in writing to the dean of the College of Graduate Studies. Students are not allowed to register for a course for a semester after dismissal.

### **Readmission to a New Program**

Students who have been academically dismissed and want to gain admission to another program may apply for readmission. Any courses taken prior to admission to the new program will be taken into consideration when the decision is made. If a student is accepted into a new program, grades and credits earned in the previous degree program from which the student was dismissed will be included for the purpose of determining academic standing and graduation in the new program. If all program requirements and College of Graduate Studies policies are met, the student's transcript will show all courses and grades including those earned in the previous program.

### **Registering for a Course After Dismissal**

Students who have been academically dismissed and who want to register for a course at BSU a semester after dismissal, may not register prior to obtaining written permission from the dean of the College of Graduate Studies.

### **Repeat Course Policy**

The College of Graduate Studies will allow graduate students to repeat only one graduate course for which they have received a grade of "B-" or less. Although all courses and grades will appear on the student's transcript, credit for the course will be awarded only once unless otherwise stated in the university catalog. The higher grade will be used to calculate the GPA. Only courses taken at Bridgewater State University and repeated at Bridgewater will be eligible for use under this policy. The Course Repeat Request form can be found at the College of Graduate Studies intranet site.

Notes: Repeating courses taken in a previous semester may affect certain federal and state benefits, various financial-aid programs, loans, scholarships and social security benefits, in addition to athletic eligibility and veteran's benefits. The Veterans Administration will not pay for a repeated course in which a passing grade has been previously earned. Satisfactory academic progress requirements must be met for continued financial-aid eligibility.

Students with more than one failed course should meet with their adviser.

### **Research**

A graduate program may require enrollment in the course Research XXXX 502 (credit to be arranged) or PSYC 504 for Psychology for completion of original research undertaken by graduate students in their field. The students' investigations ordinarily culminate in theses.

The number of credits awarded for the research may vary and students may repeat the course until a maximum of nine credits in a MA program and six credits in a MAT, MEd, MPA, MS or CAGS program is earned toward the minimum credit requirements for the degree or certificate. Consent of department and formal application required.

### **Statute of Limitations – Program and Courses**

All graduate program requirements, including the comprehensive examination, must be completed **within six years of the date of the student's first course taken at BSU**. No graduate course offered for master's degree or CAGS credit may be more than six years old at the time program requirements are completed.

If graduate students cannot complete degree requirements within the six-year limit because of extraordinary circumstances, they may file written appeals, requesting a reasonable extension from the College of Graduate Studies.

### **Thesis**

A number of departments require or recommend theses in master's degree programs. Theses, which represent original research in disciplines, are especially recommended if students have future doctoral plans. At the same time, theses allow graduate students, working closely with theses committees, to spend serious academic time researching a narrowly focused topic in depth and produce an original text of publishable quality. The culmination is often a text that gives students great academic pride and satisfaction.

Students writing master's theses must adhere to the following policies:

1. All graduate students writing master's theses must have theses committees, consisting of a thesis committee chairperson and two faculty readers. The thesis committee must be approved by the graduate program coordinator.
2. Students writing a thesis must submit a Thesis Proposal Form, with a detailed proposal and signatures of the thesis chairperson, the two faculty readers, the graduate program coordinator and the dean of the College of Graduate Studies. The Thesis Proposal Form is available for download on the College of Graduate Studies website. This form must be completed and signed in order for students to register for the appropriate research course, which is always the departmental XXXX 502 or PSYC 504 - Research course. Students must register for at least six credits of XXXX 502, but the credits can be broken into smaller credit segments and taken over multiple semesters, particularly if students need a full academic year to write their theses. Otherwise, students can register for the full six credits during one semester.
3. After students obtain the necessary signatures, they then take the theses proposal forms to the Registrar's Office to register for the XXXX 502 or PSYC 504 - Research course.
4. Students who have registered for the XXXX 502 or PSYC 504 - Research course and do not complete their theses in a semester will receive an Incomplete, which will be changed to a letter grade by the theses committee chairpersons once the theses are completed.
5. When the theses are written and *fully* approved by the three members of the theses committees, the chairpersons and readers sign the "approval page" of the thesis, which are placed in the text of the manuscripts.
6. The theses committee chairpersons will acquaint graduate students with the manuscript form and style used in their respective disciplines; graduate students writing theses should examine recent theses in their academic departments.
7. Students must provide the College of Graduate Studies with a minimum of four copies of the theses to be bound: one for the Maxwell Library, one for the College of Graduate Studies, one for the students' academic department and one for the student. (Sometimes departments request an additional bound copy.) Students may also request additional bound copies of their theses.
8. Copies of completed manuscripts must be brought to the College of Graduate Studies, which will arrange for the binding of the copies. A charge of \$20 for each copy will be paid by the graduate students. Students pick up their bound copies in the College of Graduate Studies.
9. Theses must be submitted to the College of Graduate Studies before students are approved for graduation.
10. The Maxwell Library, which will catalog all theses, acts as the official archive for all theses written as part of graduate-degree programs at Bridgewater State University.

### **Transfer Credit**

Transfer credit at the graduate level is defined by Bridgewater State University as appropriate graduate-level courses taken at an accredited institution other than Bridgewater State University prior to or after acceptance to a Bridgewater State University graduate program.

Not more than six graduate credits, taken both prior to and after acceptance, can be transferred from other accredited graduate schools. Rather than enrolling in graduate courses at other institutions, matriculated students should make every attempt to enroll in Bridgewater State University graduate courses which will assist them in successfully completing their graduate programs, and, in most cases, their comprehensive exams. These credits include any credits earned in courses in which students are enrolled at the time of acceptance. It does not include prerequisites. Program exceptions are noted in the appropriate department sections of this catalog.

Approval of transfer credit is subject to the following conditions: 1) that not more than six credits being transferred are from an accredited institution other than Bridgewater State University; 2) that a grade of B or better has been earned in all courses being transferred; 3) that courses being transferred have not been used to fulfill the requirements of another degree at any institution and 4) that graduate transfer credits may not be more than six years old at the time program requirements are completed.

All courses to be used as transfer credit in a graduate program must have the approval of the students' advisers and graduate program coordinators prior to submitting for final approval to the College of Graduate Studies. Transfer credit should also be properly recorded on

the students' Graduate Program Proposal forms, if applicable. An official transcript of courses taken at another accredited institution must be on file in the College of Graduate Studies.

After students have been admitted to graduate programs at BSU, a maximum of six graduate credits of grade "B" or better taken at institutions (accredited at the graduate level) other than Bridgewater State University may be transferred **if prior approval** is provided by the students' advisers and program coordinators (although students should make every attempt to enroll in BSU graduate courses). Students are responsible for submitting the completed transfer credit form with a copy of the course syllabus and/or course description to the College of Graduate Studies once it is approved by the students' advisers and program coordinators.

The Transfer Credit Approval form is used for courses being requested to transfer from an accredited institution other than Bridgewater State University. Students are strongly urged to process their form for transfer credit *early* in their graduate program.

### **Transfer Credit - Graduate Certificate Programs**

Given the limited number of courses required in graduate certificate programs, students enrolled in a graduate certificate program at Bridgewater State University cannot transfer courses from other institutions, with the exception of the Teaching English to Students of Other Languages (TESOL) certificate program. Students enrolled in the TESOL program may transfer one three-credit course from another institution. *Students are permitted to enroll in one course at Bridgewater State University before being admitted fully into a graduate certificate program.*

### **Accelerated Postbaccalaureate**

Students can use two Bridgewater State University courses (six credits) from an Accelerated Postbaccalaureate (APB) program for a Master of Arts in Teaching (MAT). Additionally, students can also enroll in two MAT courses at BSU prior to matriculation for a total of 12 credits after approval from their advisers and MAT coordinators.

### **Contract/Partnership Courses**

Courses taken at another institution for professional development credits or purchased by an accrediting institution, sometimes known as partnership courses, cannot be transferred into a program at Bridgewater State University.

### **Withdrawal from Courses**

Students may withdraw from courses following the drop/add period if they submit a Course Withdrawal form to the Registrar's Office by the appropriate semester deadline date, which is posted at [www.bridgew.edu/registrar](http://www.bridgew.edu/registrar). If graduate students fall below full-time status after withdrawing from a course, they should be aware that eligibility for some sources of financial aid and health insurance may be affected. No withdrawals will be permitted after the deadlines unless students can demonstrate that extraordinary circumstances have prevented them from withdrawing from the course by the published deadline. Course withdrawals will be indicated on students' transcripts with a "W" and will not affect the calculation of students' grade point averages.

### **Withdrawal from the College**

Students who decide to withdraw from a graduate program must notify the College of Graduate Studies of their intentions in writing as soon as possible. Students should also consult course withdrawal procedures and refund policies indicated elsewhere in the catalog. Withdrawal forms are available at the College of Graduate Studies intranet site.

## **GRADUATION REQUIREMENTS**

### **Graduation Application**

Students who are nearing the completion of their graduate program requirements and who plan to receive a master's degree or CAGS in January, May or August should complete an Application to Graduate form and include a copy of their degree audit which must be approved by the students' advisers and graduate program coordinators. The application form is then submitted with the candidates' degree audit with all program requirements shown as "met" to the College of Graduate Studies on or before the appropriate application deadline. Students should check with their advisers regarding exit requirements for their academic program, as requirements vary for each program.

#### **APPLICATION DEADLINES**

Feb. 1	for May graduation
June 1	for August graduation
Oct. 1	for January graduation

Failure to file an application before the deadline may postpone degree conferral. Any questions regarding graduate commencement and requirements should be directed to the graduation coordinator in the College of Graduate Studies at 508.531.1100 or visit the Graduation Central website at [www.bridgew.edu/COGS/graduation](http://www.bridgew.edu/COGS/graduation).

### **Graduation Dates**

Though graduate students have a separate annual commencement ceremony in May, the university has three graduation dates (January, May and August). Students graduating in January and August are encouraged to attend the May commencement ceremony. In order to participate in the graduate commencement ceremony, all required course work and exit requirements must be completed. No degree or certificate will be conferred, and no graduate transcripts will be issued unless all outstanding financial balances have been paid in full.

### **Graduation Requirements**

In order for students to exit from a graduate degree program, they must satisfactorily complete all credit requirements (with a minimum GPA of 3.0), and, in most programs, pass a comprehensive examination. See the "Academic Programs" section of this catalog for graduation requirements of individual programs.

For additional information concerning graduation see [www.bridgew.edu/COGS/graduation](http://www.bridgew.edu/COGS/graduation) .

# RICCIARDI COLLEGE OF BUSINESS

## RICCIARDI COLLEGE OF BUSINESS

Dr. Elmore Alexander

*Dean*

Dr. Jeanean Davis-Street

*Associate Dean*

Mr. David Price

*Associate Dean*

## ACADEMIC DEPARTMENTS

*Accounting and Finance*

TBD, Chairperson

*Aviation Science*

Associate Professor Michael Farley, Chairperson

*Management*

Dr. Peter Sietins, Chairperson

**Location: Harrington Hall, Room 104**

**Website: [www.bridgew.edu/business](http://www.bridgew.edu/business)**

## RICCIARDI COLLEGE OF BUSINESS

The Louis Ricciardi College of Business emphasizes academic rigor and learning that bridges theory and practice. The college's outstanding faculty and programs provide BSU students with a firm foundation for professional success.

The structured major in accounting and finance offers curricula that prepare students for the rigorous examinations needed for professional certification as a Certified Public Accountant (CPA), Certified Management Accountant (CMA), Chartered Financial Analyst (CFA) or Certified Financial Planner (CFP). Bridgewater State University students frequently win statewide competitions and are often cited by the Massachusetts Society of CPAs for their excellent work.

The FAA-approved aviation science major is unique among public four-year institutions on the eastern seaboard of the United States and attracts numerous students from outside Massachusetts. The flight training concentration takes a student through commercial licensing and flight instructor certification. The aviation management concentration includes private pilot licensing and prepares students for careers with airlines, airports, aircraft companies, government agencies and other aviation support services.

The Department of Management offers undergraduate programs that prepare students for successful careers in business and management. The undergraduate management major includes concentrations in general management, global management, information systems management, marketing and operations management. Experiential courses and internships give students the opportunity to work on projects with local companies and businesses.

In addition to undergraduate programs, the Ricciardi College of Business offers two graduate degrees: a Master of Business Administration (MBA) and a Master of Science in Accountancy (MSA). The MBA is a generalist business degree.

The Ricciardi College of Business supports Bridgewater State University in its dual mission to educate the residents of Southeastern Massachusetts and the commonwealth, and to be a resource for the region and state. The college meets its professional responsibilities to students and to the region by bringing members of the community into its classrooms, extending classroom learning into community settings, and actively engaging in scholarly and professional development.

Students with interests in research have the opportunity to work on faculty projects that are advancing the state of knowledge in their disciplines. The themes of leadership, technology and internationalization serve as integrating threads that tie together all of Bridgewater State University's academic disciplines.

The Ricciardi College of Business is located in fully renovated, historic, Harrington Hall. Students benefit from classrooms with modern technology and access to technology labs.

## MASTER OF BUSINESS ADMINISTRATION

The Ricciardi College of Business offers the Master of Business Administration (MBA) degree. The MBA is an internationally-recognized degree designed to prepare persons and further develop the skills required for leadership careers in business and management. An MBA is applicable for those pursuing a managerial career in both the private sector and public sector; it develops skills necessary for small businesses as well as large, global organizations.



The Ricciardi College of Business' MBA program is designed for working professionals who wish to develop an advanced level of competence in general management. The curriculum emphasizes business-specific knowledge, written and oral communication, decision making, strategic thinking, ethics and adaptability for success in today's rapidly changing global environment.

## **MASTER OF SCIENCE IN ACCOUNTANCY**

The MSA program is designed to prepare working professionals for management-level careers in the field of accounting. Delivered in a flexible, adaptable format, this highly focused curriculum provides graduates with the technical accounting and practical problem-solving skills necessary for advancement in an increasingly competitive field. Students in the program can expect to develop a deep understanding of the functions and techniques of accounting, while gaining a solid foundation in social, ethical and technological disciplines.

## **DEPARTMENTAL COURSE DESCRIPTIONS**

See "Course Descriptions" for departmental course descriptions.

# COLLEGE OF EDUCATION AND ALLIED STUDIES

## COLLEGE OF EDUCATION AND ALLIED STUDIES

Dr. Lisa Battaglini

*Dean*

Dr. Jo Hoffman

*Associate Dean*

Ms. Mary Ann McKinnon

*Associate Dean*

**Location: Hart Hall, Room 124**

**Website: [www2.bridgew.edu/college-education-allied-studies](http://www2.bridgew.edu/college-education-allied-studies)**

## ACADEMIC DEPARTMENTS

*Counselor Education*

Dr. Michael Kocet, Chairperson

*Elementary and Early Childhood Education*

Dr. John Marvelle, Chairperson

*Movement Arts, Health Promotion and Leisure Studies*

Dr. Deborah Sheehy, Chairperson

*Secondary Education and Professional Programs*

Dr. Theodore Mattocks, Chairperson

*Special Education and Communication Disorders*

Dr. David Almeida, Chairperson

## ACADEMIC PROGRAMS

*Athletic Training*

Dr. Suanne Maurer-Starks, Graduate Program Coordinator

*Counselor Education*

Dr. Melissa Freeburg (Mental Health), Graduate Program Coordinator

Dr. Theresa Coogan (School Counseling), Graduate Program Coordinator

Dr. Michael Kocet (Student Affairs), Graduate Program Coordinator

*Educational Leadership*

Dr. Theodore Mattocks, Graduate Program Coordinator

*Elementary and Early Childhood Education*

Dr. Steven Greenberg, Graduate and Postbaccalaureate Program Coordinator

*Health Promotion/Physical Education*

Dr. Karen Richardson, Graduate Program Coordinator

*Instructional Technology*

Dr. Anne Hird, Graduate Program Coordinator

*Master's Core Courses*

Dr. John-Michael Bodi, Graduate Program Coordinator

*PreK-12 Education (For Educators in Non-U.S. Settings)*

For information on this program contact the College of Graduate Studies 508.531.1300

*Reading*

Dr. Elaine Bukowiecki, Graduate Program Coordinator

*Secondary Education*

Dr. Thomas Brady, Graduate Program Coordinator

*Special Education and Communication Disorders*

Dr. Edward Carter, Graduate Program Coordinator

The College of Education and Allied Studies offers undergraduate and graduate programs for the professional preparation of early childhood, elementary, special education, middle and high school teachers, as well as for specialized positions in school and community-based organizations and agencies. All programs in the college are devoted to developing professionals who are committed to excellence, understand best practices and research and work collaboratively in their chosen areas. The college also provides service to the schools, community organizations and agencies of the region. The college conducts an ongoing review of professional standards and requirements in order to respond to the changing needs of the profession. Graduates of programs leading to initial licensure are ready to enter the

profession of teaching. During advanced-degree programs leading to the professional stage of licensure and other graduate course work, educators strengthen their leadership abilities and their commitment to lifelong learning. Extensive field experiences in schools and agencies contribute to the development of meaningful linkages between study and practice. Procedures and guidelines are implemented to ensure that high quality standards are maintained in field-based experiences and that students have experiences working in settings with diverse populations of children and youth. Students following the curricula leading to a bachelor of science in education degree are prepared as early childhood, elementary or special needs teachers. Students majoring in early childhood education, elementary education or special education must complete an arts and sciences major (for special education (5-12), a major taught in grades 5-12), as well as a major in the College of Education and Allied Studies. Majors in early childhood education with a concentration in early education and care (PreK-K) (non-public school licensure) are not required to complete an arts and sciences major. Students majoring in most curricula leading to a bachelor of arts or a bachelor of science degree may select a minor in secondary education, which prepares them for middle school and/or high school teaching. Students majoring in physical education earn a bachelor of science or bachelor of arts degree. See "Academic Programs" for additional information regarding academic program requirements.

## UNDERGRADUATE PROGRAMS

Athletic Training

Early Childhood Education

Elementary Education (Concentration in):

*Early Education and Care, PreK-K (Non-Public School Licensure)*

Health Studies (Concentrations in):

*Community Health*

*School Health*

Physical Education (Concentrations in):

*Coaching*

*Exercise Science/Health Fitness*

*Motor Development Therapy/Adapted Physical Education*

*Recreation*

*Recreation and Fitness Club Administration*

(Teacher Licensure available in):

*Teacher Licensure in Physical Education (PreK-8)*

*Teacher Licensure in Physical Education (5-12)*

Special Education (Concentration in):

*Communication Disorders*

(Teacher Licensure available in):

*Teacher of Students with Moderate Disabilities (PreK-8, 5-12)*

*Teacher of Students with Severe Disabilities (all levels)*

### Undergraduate Minors

Coaching

Communication Disorders

Dance

Exercise Physiology

Health Promotion

Health Resources Management

Inclusive Practices in Special Education and Communication Disorders

Nutrition

Professional Practices in Special Education and Communication Disorders

Recreation

Secondary Education minor (High School, Middle School Education or PreK-12 specialist licenses) with majors, concentrations or options in:

*Biology*

*Chemistry*

*Dance (all levels)*

*Earth Sciences*

*English*

*Health/Family and Consumer Sciences (all levels)*

*History*

*Mathematics*

*Music (all levels)*

Physics  
Foreign Language: Spanish (5-12)  
Theater (all levels)  
Visual Art (PreK-8 and 5-12)

## POSTBACCALAUREATE, GRADUATE, AND POSTMASTER'S PROGRAMS

Postbaccalaureate programs leading to initial licensure are offered in:

Early Childhood Education  
Educational Leadership  
Elementary Education  
Health/Family and Consumer Sciences (PreK-12)  
Physical Education (PreK-8) (5-12)  
Secondary Education (Middle School/High School, PreK-12 Specialist)  
Special Education (Moderate and Severe Disabilities)\*

\*This program is currently inactive.

Graduate curricula leading to the master's degree and Certificate of Advanced Graduate Study (CAGS) are offered in the following fields:

### Master's Programs

Master of Arts in Teaching

### Consult office of

Secondary Education and Professional Programs (in conjunction with several of the departments in the College of Humanities and Social Sciences)

### Master of Education

Counseling  
Early Childhood  
Educational Leadership  
Elementary Education  
Health Promotion  
Instructional Technology  
PreK-12 Education (For Educators in Non-U.S. Settings)  
Reading  
Special Education

### Consult office of

Counselor Education  
Elementary and Early Childhood Education  
Secondary Education and Professional Programs  
Elementary and Early Childhood Education  
Movement Arts, Health Promotion and Leisure Studies  
Secondary Education and Professional Programs  
College of Graduate Studies  
Elementary and Early Childhood Education  
Special Education and Communication Disorders

### Master of Science

Athletic Training  
Physical Education

### Consult office of

Movement Arts, Health Promotion and Leisure Studies  
Movement Arts, Health Promotion and Leisure Studies

### Post Master's Programs

Certificate of Advanced Graduate Study (CAGS in Education)

*Concentrations:*

Educational Leadership  
Reading

### Consult office of

Secondary Education and Professional Programs  
Elementary and Early Childhood Education

## LICENSURE OF EDUCATIONAL PERSONNEL

All candidates seeking Massachusetts Educator Licensure are advised to check with their individual education departments or the College of Education and Allied Studies offices regarding regulation changes that may have an impact on their licensure program. The College of Education and Allied Studies, through its departments and committees, offers the following state-approved programs leading to Massachusetts licensure and eligibility for licensure in participatory states and territories through the Interstate Certification Contract. Information on undergraduate and graduate programs leading to licensure is found in appropriate departmental sections.

### Educator Licensure Programs

Administrator of Special Education (all levels)

\*Early Childhood Teacher of Students with or without Disabilities (PreK-2)

\*Elementary (1-6)

Instructional Technology (all levels)

\*Reading Specialist (all levels)

School Social Worker/School Adjustment Counselor (all levels)

School Business Administrator (all levels)  
 School Counselor (PreK-8)  
 School Guidance Counselor (5-12)  
 \*School Principal/Assistant Principal (PreK-6)  
 \*School Principal/Assistant Principal (5-8)  
 \*School Principal/Assistant Principal (9-12)  
 Superintendent/Assistant Superintendent (all levels)  
 \*Supervisor/Director (all levels)  
 \*Teacher of Biology (5-8)  
 \*Teacher of Biology (8-12)  
 \*Teacher of Chemistry (5-8)  
 \*Teacher of Chemistry (8-12)  
 Teacher of Dance (all levels)  
 \*Teacher of Earth Science (5-8)  
 \*Teacher of Earth Science (8-12)  
 \*Teacher of English (5-8)  
 \*Teacher of English (8-12)  
 Teacher of Health/Family and Consumer Sciences (all levels)  
 \*Teacher of History (5-8)  
 Teacher of English as a Second Language ESL (PreK-6)  
 Teacher of English as a Second Language ESL (5-12)  
 \*Teacher of History (8-12)  
 \*Teacher of Mathematics (5-8)  
 \*Teacher of Mathematics (8-12)  
 Teacher of Music (all levels)  
 Teacher of Physical Education (PreK-8)  
 Teacher of Physical Education (5-12)  
 \*Teacher of Physics (5-8)  
 \*Teacher of Physics (8-12)  
 Teacher of Spanish (5-12)  
 \*Teacher of Students with Moderate Disabilities (PreK-8)  
 \*Teacher of Students with Moderate Disabilities (5-12)  
 \*Teacher of Students with Severe Disabilities (all levels)  
 Teacher of Theater (all levels)  
 Teacher of Visual Art (PreK-8)  
 Teacher of Visual Art (5-12)  
 \*As of July 1, 2014, all applicants for an initial license as a core academic teacher or as a principal/assistant principal or supervisor/director must obtain a Sheltered English Immersion (SEI) endorsement applicable to their role. Candidates are advised to contact their individual education department as to the SEI requirements for their licensure field.  
 Students who wish to be elementary, early childhood or special education teachers are required to select a major in elementary, early childhood or special education and a major in the liberal arts or sciences. All teachers licensed by the Commonwealth of Massachusetts are required to have a major in the liberal arts or sciences.

The following majors meet the arts and sciences requirement at Bridgewater State University:

Anthropology	History
Art	Mathematics
Biology	Music
Chemistry	Philosophy
Communication Studies	Physics
Earth Science	Political Science
Economics	Psychology
English	Sociology
Geography	Spanish

Students should consult with both their arts and sciences adviser and their education adviser each semester (with a final check the semester prior to their last semester) to ensure that all licensure and academic degree requirements have been successfully met. It is the student's responsibility to ensure that all required course work is successfully completed for the core curriculum, the liberal arts and sciences major, and the state-approved major or minor which leads to licensure. Students must additionally assume responsibility for submitting all materials to appropriate offices by the established deadlines.

**Note(s):** All candidates seeking Massachusetts Educator Licensure are required at the time of application to sign an affidavit indicating that they have not been convicted of and are not under charges for any crime (misdemeanor or felony) and have not been identified by any child protection agency as a perpetrator of child abuse.

Students having questions regarding their licensure and/or academic requirements should consult with their adviser, the appropriate department chairperson or the graduate program coordinator for additional information.

## **ADMISSION TO AND RETENTION IN PROFESSIONAL EDUCATION PROGRAMS – UNDERGRADUATE STUDENTS**

All undergraduate students preparing for a career in education which requires licensure must formally apply, satisfy all selection criteria, and be recommended for admission into professional education programs in the College of Education and Allied Studies. Students may not enroll in education courses beyond the introductory level until they have met all admission criteria and are officially admitted to the program.

### **Criteria for Admission**

The following criteria have been established as minimum requirements for admission to a professional education program:

- Candidates must be matriculated into an undergraduate arts or sciences degree program (with appropriate undergraduate major/equivalent).
- Candidates must provide proof of having attained a passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).
- Candidates must have an overall cumulative grade point average of 2.8. This minimum GPA must be maintained throughout the professional education program.
- Candidates must demonstrate proof of proficiency in written English (minimum grades of "C+" in ENGL 101 and ENGL 102 or equivalent).
- Candidates must provide evidence of early field-based experiences working with children or youth in schools or other agencies as part of an introduction to education course (ECED 230, EDHM 210, ELED 220, PHED 205, SPED 202 or SPED 211). The number of hours and placement are determined by the department.
- Candidates must have a complete health record (Immunization Record) on file with the Office of Health Services.
- Candidates must interview, if required, with their individual education departments (check with department).
- Candidates must provide two faculty recommendation ratings of at least "recommend" or "highly recommend" on the forms provided with the application packet.
- Candidates must complete the CEAS Disposition Survey, located here. Sign, date and attach the confirmation page found at the end of the survey to their professional education program application.
- Candidates must submit a complete Application for Admission to a Professional Education Program. The application includes biographical data, information on employment and volunteer experiences, and verification of completion of all criteria above. The application will be reviewed to determine competency in written expression of the English language and should reflect the candidate's commitment to a career in education. Therefore, candidates should pay particular attention to correct spelling and the proper use of grammar when completing the application.

Candidates seeking admission to the professional education block in elementary or early childhood education should consult the "Department of Elementary and Early Childhood Education" section of this catalog regarding additional admission requirements.

Note: Teacher preparation candidates will be asked to authorize a Criminal Offender Record Inquiry (CORI) as a requirement for access to public and private schools and agencies during their prepractica and practica field experience. Also, the Department of Elementary and Secondary Education requires all candidates to sign an affidavit that states they "have not been convicted of nor are currently charged with any crime (misdemeanor or felony)" as part of their application for a Massachusetts educator's license. Additional criminal background checks may be required for field placement in schools and agencies according to Massachusetts laws and regulations.

### **Admission Deadlines**

Students must apply and be admitted to a professional education program before they may enroll in upper level (beyond the introductory level) professional education courses. Students are responsible for maintaining communication with their academic advisers and for preparing and submitting the completed application packets. Applications are accepted at any time. To ensure adequate time for processing, however, application should be made several weeks in advance of the anticipated date of registration for professional education courses.

All students enrolling in upper-level courses in the College of Education and Allied Studies must have been officially accepted into professional education.

### **Admission Process**

The following is the established process for admission to an initial licensure program in the College of Education and Allied Studies:

- The student receives the application packet from the instructor of the introduction to education course (ECED 230, EDHM 210, ELED 220, PHED 205, SPED 202 or SPED 211) or downloads an application from the College of Education and Allied Studies website <http://www.bridgew.edu/licensurefieldplacement/>.



- The student completes the application as directed in the packet and returns it to the Office of Professional Education.
- Students will be notified via their BSU email address of the status of their application.

## ADMISSION TO AND RETENTION IN PROFESSIONAL EDUCATION PROGRAMS – POSTBACCALAUREATE/GRADUATE STUDENTS

All postbaccalaureate teacher education candidates must be admitted to a postbaccalaureate program through Graduate Admissions (see the "Admission-Graduate" section of this catalog). Candidates must submit evidence of a minimum 2.8 overall undergraduate grade point average, passing scores on appropriate sections of the Massachusetts Tests for Educator Licensure® (MTEL), three recommendations and biographical information as part of the graduate admission process.

**Note(s):** Teacher preparation candidates will be asked to authorize a Criminal Offender Record Inquiry (CORI) as a requirement for access to public and private schools and agencies during their prepractica and practica field experience. Also, the Department of Elementary and Secondary Education requires all candidates to sign an affidavit that states they "have not been convicted of nor are currently charged with any crime (misdemeanor or felony)" as part of their application for a Massachusetts educator's license. Additional criminal background checks may be required for field placement in schools and agencies according to Massachusetts laws and regulations.

### Retention and Exit Requirements

Students must remain in full compliance with all regulations, requirements, policies and procedures of the College of Education and Allied Studies, the College of Graduate Studies, the university and the State Department of Elementary and Secondary Education.

### Admission/Retention Appeal Process

A student who wishes to request reconsideration of a professional education program admission/retention decision may submit a written letter of appeal to the dean of the College of Education and Allied Studies.

## APPLICATION FOR PRACTICUM – UNDERGRADUATE AND POSTBACCALAUREATE PROGRAMS

### Admission Criteria

The following criteria must be met for admission to the practicum (student teaching):

- Candidates must be matriculated into an undergraduate arts and sciences degree or graduate licensure program
- Candidates must satisfy all admission criteria for professional education programs (MTEL® passing scores, English proficiency, prepractica hours, health records), and maintain continued good standing in the College of Education and Allied Studies.
- Candidates must have a 2.8 overall cumulative grade point average. Middle school and high school teacher candidates must also have a 2.8 grade point average in the arts and sciences major.
- Candidates must submit evidence of having passed all program required Massachusetts Tests for Educator Licensure® (MTEL), including the appropriate subject tests.
- Candidates must have successfully completed all prerequisite courses and prepractica field experiences.
- Candidates must obtain departmental approval (via the signature of chairperson or graduate coordinator on their student teaching application).

### Admission Deadline

The deadline for completing and submitting the online practicum application is in the month of February for a fall practicum and in the month of September for a spring practicum. Exact dates will be posted on the College of Education and Allied Studies intranet site.

All practica are completed within the university's service area at centers and sites established by the College of Education and Allied Studies. Students are supervised by appropriately qualified faculty. In that the practica experiences are intense and rigorous, it is recommended that students not enroll in other courses during the semester that they student teach.

Criminal Offender Record Inquiries (CORI) are conducted by placement sites. An unsatisfactory CORI report is a reason for refusal of placement by the Bridgewater State University Office of Field Placement and cooperating school districts and agencies. Additional criminal background checks may be required for field placement in schools and agencies according to Massachusetts laws and regulations.

Complaints filed by schools or agencies relative to a student teacher will be reviewed by a committee from the College of Education and Allied Studies. In instances where the student teacher has not met the procedures, policies, standards and/or expectations of the university as set forth in this catalog, the *Practicum Handbook* and/or other university documents, the student may be removed from the assignment and the program.

The College of Education and Allied Studies is under no obligation to make a second placement for a student who has been removed from his/her field assignment for cause.

## ADMISSION TO, RETENTION IN AND EXIT FROM PROFESSIONAL EDUCATION PROGRAMS – MAT, MED, CAGS

All graduate students seeking licensure must formally apply, satisfy all selection criteria and be recommended for admission into professional education programs in the College of Education and Allied Studies and the College of Graduate Studies. The following requirements and criteria for admission to and retention in licensure and degree programs in the College of Education and Allied Studies and the College of Graduate Studies have been established:

- All students must be formally admitted to a graduate degree or licensure program by the College of Graduate Studies.
- Students must remain in good standing with the College of Graduate Studies and the College of Education and Allied Studies.

## SUBSTITUTIONS/WAIVERS FOR LICENSURE

Undergraduate and graduate students with prior courses and/or experiences that are equivalent to or exceed those required in a particular state approved program may request a substitution by way of their academic adviser through their department. Students should contact their adviser for a copy of this institutional process. Grades of "D" and "F" cannot be used. This procedure is for licensure standards only; consult the major department for degree requirements.

## PROFESSIONAL EDUCATION REVIEW PROCESS

A student who experiences a problem pertaining to his/her preparation program may request consideration under the College of Education and Allied Studies established review process.

The first step is for the student to submit a written appeal to his or her adviser. If the situation cannot be resolved at this level, the student and/or adviser will then proceed to the department chairperson or graduate coordinator. Should the student's situation not be resolved, then the student may petition the dean of the College of Education and Allied Studies for review. The dean, at his or her discretion, may convene a review board to hear the appeal.

## LICENSURE APPLICATION

Students wishing to apply for their Massachusetts Department of Elementary and Secondary Education *initial* educator's license will obtain application instructions during the educator licensure/career services meeting scheduled each semester during a student's initial internship/practicum. Bridgewater State University participates in the Department of Elementary and Secondary Education's online Educator Licensure and Recruitment system (ELAR). Candidates can access ELAR via the following Web address:

**[www.doe.mass.edu/educators/e\\_license.html](http://www.doe.mass.edu/educators/e_license.html)**.

BSU program completers seeking licensure through the batch submission process must submit a BSU Recommendation form, a BSU Educator Licensure Official Transcript Request form and transcript payment receipt to the Office of Professional Education.

Candidates applying for professional licensure should contact the BSU licensing office in their last semester of course work to review the licensure process.

All candidates seeking Massachusetts Educator Licensure are required at the time of application to sign an affidavit indicating that they have not been convicted of and are not under charges for any crime (misdemeanor or felony) and have not been identified by any child protection agency as a perpetrator of child abuse.

## LICENSURE TESTS

### Massachusetts Tests for Educator Licensure® (MTEL)

The Massachusetts Department of Elementary and Secondary Education has contracted with Pearson Education, Inc. to develop and administer the educator licensure test system. Students and interested persons may contact Pearson to obtain information regarding upcoming test administrations and registration information at 413.256.2892 or [www.MTEL.nesinc.com](http://www.MTEL.nesinc.com). Registering, taking and achieving passing scores of the Massachusetts Tests for Educator Licensure® (MTEL) are the students' responsibility and are required for educational licensure in the state of Massachusetts. Registration bulletins and additional information may also be obtained in the Office of the College of Education and Allied Studies reception area.

Students must provide evidence of having attained a passing score (as determined by the Massachusetts Department of Elementary and Secondary Education) on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL), as part of the admission criteria of the College of Education and Allied Studies.

Students must provide evidence of having attained a passing score (as determined by the Massachusetts Department of Elementary and Secondary Education) on the *appropriate subject tests* of the Massachusetts Tests for Educator Licensure® (MTEL) prior to being placed for student teaching. Students are encouraged to consult with their individual departments regarding program-specific MTEL® requirements.

Please note that some tests are computer-based and must be taken at a Pearson VUE testing center. Opportunities for testing are limited. In order to complete educator preparation programs in a timely manner, candidates should plan to pass all required MTELs® early in the program.

## CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN EDUCATION

The College of Education and Allied Studies offers a program leading to a Certificate of Advanced Graduate Study (CAGS) in Education with concentrations in educational leadership and reading. For details, students should consult the educational leadership and reading program sections of this catalog.

# COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

## COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Dr. Paula Krebs

*Dean*

Dr. Rita Miller

*Associate Dean*

## ACADEMIC DEPARTMENTS

*Anthropology*

Dr. Sandra Faiman-Silva, Chairperson

*Art*

Professor Rob Lorensen, Chairperson

*Communication Studies*

Dr. Arthur Lizie, Chairperson

*Criminal Justice*

Dr. Richard Wright, Chairperson

*Economics*

Dr. Michael Jones, Chairperson

*English*

Dr. Benjamin Carson, Chairperson

*Foreign Language*

Dr. Fernanda Ferreira, Chairperson

*History*

Dr. Keith Lewinstein, Chairperson

*Music*

Dr. Salil Sachdev, Chairperson

*Philosophy*

Dr. Aeon Skoble, Chairperson

*Political Science*

Dr. George Serra, Chairperson

*Psychology*

Dr. Sandra Neargarder, Chairperson

*School of Social Work*

Dr. Arnaa Alcon, Chairperson

*Sociology*

Dr. Patricia Fanning, Chairperson

*Theater and Dance*

Dr. Nancy Moses, Chairperson

## UNDERGRADUATE PROGRAMS

The College of Humanities and Social Sciences offers undergraduate programs leading to the Bachelor of Arts, Bachelor of Science or Bachelor of Science in Social Work degree in the areas listed below. Listed beneath each department are the concentrations it offers. Concentrations are programs of study within the major with their own subset of requirements. Only students selecting the major field of study may complete a concentration within that major. The completed concentration is indicated on the student's transcript.

See "Academic Programs" for additional information regarding academic program requirements.

*Anthropology*

*Cultural Anthropology*

*General Anthropology*

*Public Archaeology*

## Art

- Art Education*
- Art History*
- Crafts*
- Fine Arts*
- Graphic Design*
- New Media*
- Photography*

## Communication Studies

- Communication and Culture*
- Film, Video and Media Studies*
- Strategic Communication*

## Criminal Justice

- Victimology*

## English

- English Education (High School, Middle School)*
- Writing and Writing Studies*

## Economics

## History

- Military History*

## Music

- Music Education*

## Philosophy

- Applied Ethics*

## Political Science

- American Politics*
- International Affairs*
- Legal Studies*
- Public Administration*

## Psychology

## Social Work

## Sociology

- City, Community and Region*
- Education*
- Global Studies and Social Justice*

## Spanish

- Secondary Education*

## Theater and Dance

- Dance Education*
- Theater Arts*
- Theater Education*

## Bachelor of Arts/Bachelor of Science

The Bachelor of Arts and Bachelor of Science degree programs allow students to select from a number of areas and provide preparation for high school teaching (if secondary education is elected as a minor), graduate school and fields of endeavor related to the major area of study.

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student's major field as determined by the major department.

In cases where students with double majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding which degree the student will be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but not later than the end of the sophomore year, in order to select a major and to be certain that course selection will allow graduation with the desired degree. Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4 pm or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

## Undergraduate Minors

In the College of Humanities and Social Sciences the following minors in specific disciplines or interdisciplinary areas are offered

African Studies

Middle East Studies

American Studies  
 Anthropology  
 Art History  
 Asian Studies  
 Canadian Studies  
 Civic Education and Community Leadership  
 Classical Studies  
 Communication Studies  
 Criminal Justice  
 Dance  
 Economics  
 English  
 Film Studies  
 GLBT Studies  
 Graphic Design  
 History  
 Latin American and Caribbean Studies

Music  
 Philosophy  
 Political Science  
 Portuguese  
 Psychology  
 Public History  
 Public Relations  
 Russian and East European Studies  
 Social Welfare  
 Sociology  
 Spanish  
 Studio Art  
 Theater Arts  
 U.S. Ethnic Studies  
 Urban Affairs  
 Women's and Gender Studies

## GRADUATE PROGRAMS

Graduate programs leading to the Master of Arts, Master of Arts in Teaching, Master of Public Administration, Master of Science and Master of Social Work degrees are offered in the following fields

### **Master of Arts**

English  
 Psychology

### **Master of Arts in Teaching**

Creative Arts  
 English  
 History  
 Music

Teaching English to Speakers of Other Languages

### **Master of Public Administration**

*Concentrations:*

Civil and Nonprofit Leadership and Administration  
 Sustainable Community Development

### **Master of Science**

Criminal Justice

### **Master of Social Work**

Additional information regarding graduate programs, including application procedures and academic requirements, may be found in the "Admission-Graduate" and "Academic Programs" sections of this catalog.

### **Departmental Course Descriptions**

See the "Course Descriptions" section of this catalog for departmental course descriptions.



# BARTLETT COLLEGE OF SCIENCE AND MATHEMATICS

## BARTLETT COLLEGE OF SCIENCE AND MATHEMATICS

Dr. Arthur Goldstein  
*Dean*

### ACADEMIC DEPARTMENTS

#### *Biological Sciences*

Dr. Michael Carson, Chairperson

#### *Chemical Sciences*

Dr. Cielito King, Chairperson

#### *Computer Science*

Dr. John Santore, Acting Chairperson

#### *Geography*

Dr. Madhusudana Rao, Chairperson

#### *Geological Sciences*

Dr. Michael Krol, Chairperson

#### *Mathematics*

Dr. Rebecca Metcalf, Chairperson

#### *Physics*

Dr. Thomas Kling, Chairperson

### UNDERGRADUATE PROGRAMS

The Bruce and Patricia Bartlett College of Science and Mathematics offers undergraduate programs leading to the Bachelor of Arts or Bachelor of Science degree in areas listed below. Listed beneath each department are the concentrations it offers. Concentrations are programs of study within the major with their own subset of requirements. Only students selecting the major field of study may complete a concentration within that major. The completed concentration is indicated on the student's transcript.

See "Academic Programs" for additional information regarding academic program requirements.

#### Biology

##### *Secondary Education*

#### Chemistry

##### *Biochemistry*

##### *Environmental Chemistry*

##### *Professional Chemistry*

#### Computer Science

#### Earth Sciences

##### *General*

##### *Environmental Geosciences*

##### *Geology*

#### Geography

#### Mathematics

#### Physics

##### *General Physics*

##### *Professional Physics*

### **Bachelor of Arts/Bachelor of Science**

The Bachelor of Arts and Bachelor of Science degree programs allow students to select from a number of areas and/or provide preparation for elementary school teaching (if elementary education is elected as a second major), high school teaching (if secondary education is elected as a minor), graduate school and/or employment related to the major area of study.

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student's major field as determined by the major department.

In cases where students with double majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding which degree the student will be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but not later than the end of the sophomore year, in order to select a major and to be certain that course selection will allow graduation with the desired degree.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes after 4 pm should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

### **BS in Chemistry/Geology**

This program is inactive.

### **Undergraduate Minors**

In the Bartlett College of Science and Mathematics the following minors in specific disciplines or interdisciplinary areas are offered

Actuarial Science

Biochemistry

Biology

Biotechnology

Chemistry

Computer Science

Geological Sciences

Environmental Biology

Geography

Geophysics

Mathematics

Physics

## **GRADUATE PROGRAMS**

Graduate Programs leading to the Master of Arts in Teaching and Master of Science degrees are offered in the following fields

### **Master of Arts in Teaching**

Biology

Mathematics

Physical Science

Physics

### **Master of Science**

Computer Science

Additional information regarding graduate programs, including application procedures and academic requirements, may be found in the "Admission-Graduate", "Graduate Academic Policies" and "Academic Programs" sections of this catalog.

### **Departmental Course Descriptions**

See the "Course Descriptions" section of this catalog for departmental course descriptions.

# COLLEGE OF GRADUATE STUDIES

## COLLEGE OF GRADUATE STUDIES

Dr. Karim Ismaili  
*Dean*

**Website:** [www.bridgew.edu/cogs](http://www.bridgew.edu/cogs)

The College of Graduate Studies is responsible for the administration of all graduate courses and programs.

The College of Graduate Studies at Bridgewater State University provides leadership, coordination and support for all academic departments engaged in graduate instruction. The graduate dean, the graduate faculty and the Graduate Education Council are responsible for the maintenance of appropriate standards for graduate degrees and certificates.

The primary objective of Bridgewater State University's graduate programs is to increase to an advanced level each graduate student's understanding of and competence in a designated field of study. By extending the student's area of knowledge, research skills and creative talents, the graduate programs of the university aim to increase the individual's ability to pursue and contribute to a satisfying career.

The College of Graduate Studies is located in the Maxwell Library, ground floor, Park Avenue entrance. The office is open Monday through Friday from 8am to 5pm. Contact the College of Graduate Studies for evening hours at 508.531.1100 or email at [graduatestudies@bridgew.edu](mailto:graduatestudies@bridgew.edu).

Persons interested in pursuing a master's degree, certificate of advanced graduate study (CAGS), postbaccalaureate licensure program or a graduate certificate program on either a full- or part-time basis should request appropriate application materials from the Graduate Admission office at 508.531.1300. Students are responsible for being aware of the general policies, procedures and requirements for graduate courses and programs outlined in the following pages prior to enrolling in courses carrying graduate credit.

For additional information relative to a specific graduate program, students should contact the appropriate department graduate program coordinator listed at [www.bridgew.edu/COGS](http://www.bridgew.edu/COGS).

The Office of Off-Campus Programs in the College of Graduate Studies collaborates with the university's academic colleges to provide quality graduate education at convenient locations across the state. The office is committed to serving Massachusetts communities by offering courses and full-degree programs off-campus.

With the ever-changing needs of graduate students across the New England area, the Office of Off-Campus Programs offers a variety of courses and degree programs for the fall and spring semesters and summer sessions. Both prospective and current graduate students are encouraged to visit the Off-Campus Programs website for the most up-to-date course listings and locations. Please visit [www.bridgew.edu/cogs/ocp](http://www.bridgew.edu/cogs/ocp).

To register for a course being held at an off-campus location, students may download course registration forms at [www.bridgew.edu/cogs/ocp](http://www.bridgew.edu/cogs/ocp) and fax the completed form to the Office of Off-Campus Programs at 508.531.6162. Students may also contact the office at 508.531.6010 or by email at [offcampus@bridgew.edu](mailto:offcampus@bridgew.edu).

The College of Graduate Studies offers many opportunities to develop academic and professional experiences and support graduate education.

### Conference Funding Travel Award

Sponsored by the College of Graduate Studies, the Conference Funding Travel Award funds graduate students who want to present their research at professional academic conferences. The College recognizes the importance of graduate students attending such conferences as they grow and develop as strong academics. Professional conferences provide graduate students with the opportunity to showcase their research as well as to interact with scholars and fellow graduate students in their specialized field, thereby, enhancing and enriching graduate learning experiences. At the same time, presenting a scholarly paper at an academic conference can be an important part of the application process to doctoral programs. For more information and to apply for a funding award, please click on the College of Graduate Studies website site [www.bridgew.edu/cogs](http://www.bridgew.edu/cogs).

### Graduate Scholarships

The College of Graduate Studies welcomes and encourages all eligible degree-seeking graduate students to apply for scholarships. These scholarships are awarded to help benefit the education of deserving graduate students and alums. They assist in defraying research and /or conference travel expenses and assist students with financial need. Applications are posted on the College of Graduate Studies website at [www.bridgew.edu/cogs](http://www.bridgew.edu/cogs).

## Graduate Assistantships and Fellowships

Graduate assistantships and fellowships which are not offered at the undergraduate level, are available to degree-seeking graduate students at larger graduate schools across America. The College of Graduate Studies at Bridgewater State University has consistently expanded its assistantship and fellowship programs for graduate students over the past decade. These programs enable graduate students to attend graduate school without almost any cost for tuition and fees while receiving a bi-weekly stipend for working in an academic or administrative department in the University. Graduate students are often surprised that graduate assistantships have so many financial and professional advantages for them. In other words, a graduate assistantship will enable a student to finance his or her graduate education almost completely. While many universities have reduced the number of graduate assistantships that they offer beginning master's students, Bridgewater has continued to increase these programs.

The College of Graduate Studies offers the following assistantship programs:

1. Graduate Assistantships
2. Graduate Research Assistantships
3. Graduate Writing Fellowships

Information about these three types of assistantship/fellowship programs can be found in the [Graduate Student Assistantship/Fellowship Handbook](http://www.bridgew.edu/cogs) at [www.bridgew.edu/cogs](http://www.bridgew.edu/cogs). The information in the handbook will guide you through this process and the selection criteria. Appointments are competitive and are determined by the following: undergraduate and/or graduate grade point averages, pertinent experience, educational preparation and interviews. They are intended to encourage and assist superior students in pursuing graduate study and in completing the requirements for graduate degrees in the minimum time possible.

## Graduate Professional Student Association

Graduate students are automatically a member of the Graduate Professional Student Association. The association welcomes all graduate students and encourages them to participate in sharing ideas to improve their educational experience at Bridgewater State University. It serves to provide assistance to graduate students' needs and concerns, promotes professional student status and achievements, develops productive working relationships, and provides opportunities that facilitate academic and professional development. For more information, see the College of Graduate Studies website at [www.bridgew.edu/cogs](http://www.bridgew.edu/cogs).

## Graduate Orientation

The graduate orientation program is an opportunity for students to interact and socialize with other graduate students, faculty and staff. Students will learn about Bridgewater State University, the College of Graduate Studies, and university resources that are vital to their success as a graduate student. Students will have the chance to network with peers and meet one-on-one with available student services including: the Campus Bookstore, Career Services, Connect Card, Commuter Services, Counseling Center, Financial Aid, Health Services, Information Technology, Library, Parking, Student Accounts and more.

## Graduate Student Research and Symposium

Graduate students from Bridgewater State University are encouraged to submit proposals for the Graduate Student Research Symposium. Sponsored by the College of Graduate Studies, the Research Symposium is an opportunity for graduate students in all fields to showcase their work and to discuss their findings with other interested scholars. While students are encouraged to present their papers individually or in panels, a poster session is devoted to a more casual "walk-around" presentation style. Proposals for individual papers, panels or posters drawn from pure or applied research in all fields of graduate study are welcome. Relevant creative work, supported by graduate research, is also welcome. The Graduate Research Symposium is held late in the spring semester.

## Honors Week-Graduate Scholarship Awards Ceremony

Honors Week is a university-wide recognition program acknowledging students who are recipients of BSU scholarship awards given by the university's foundation, alumni association and academic departments. Recipients of graduate scholarship awards are recognized at this ceremony.

## Graduate Commencement

The commencement ceremony for CAGS and master's degree students is held in May. The ceremony offers students the chance to celebrate their accomplishments with family, relatives and friends. A reception follows the ceremony.

## ACADEMIC DEPARTMENTS

### ■ ACCOUNTING AND FINANCE

#### Faculty

**Chairperson:** Professor Kathleen Seigny  
**Graduate Program Coordinator:** Professor Patricia Bancroft  
**Professors:** Carleton Donchess, Shannon Donovan, Harold Silverman  
**Associate Professors:** Mark Crowley  
**Assistant Professors:** Boubker Drissi, Caitlin Golden, MaryBeth Tobin  
**Department Telephone Number:** 508.531.1395  
**Location:** Harrington Hall, Room 103  
**Website:** [www.bridgew.edu/af](http://www.bridgew.edu/af)

#### Degree Programs

- BS in Accounting and Finance  
Concentrations: Accounting, Finance
- Master of Science in Accountancy
- Master of Business Administration  
Concentration: Accounting

#### Undergraduate Minors

- Accounting and Finance
- Actuarial Science\*

\* Interdisciplinary minor

Click on Academic Programs for program information and requirements.

#### Departmental Honors Program in Accounting and Finance

The Department of Accounting and Finance offers a departmental honors program in accounting and finance. This program provides an opportunity for well-qualified accounting and finance majors to conduct independent research and scholarly study in accounting and finance. Contact the Department of Accounting and Finance for further information concerning eligibility and application.

#### Internship in Accounting and Finance

Students interested in earning internship credit should contact the Department of Accounting and Finance.

#### Master of Science in Accountancy

The Department of Accounting and Finance offers the Master of Science in Accountancy (MSA) degree, which has been approved by the Massachusetts State Board of Accountancy as "Option-One" compliant for students wishing to sit for the CPA exam. The MSA program prepares individuals for management level careers in accounting. This highly focused program prepares graduates with technical accounting skills and managerial problem solving abilities. The MSA satisfies the Massachusetts 150-hour CPA exam education requirement.

The MSA is targeted at working professionals. The program is designed so that applicants who have earned undergraduate degrees in non-business disciplines may earn the MSA by completing a series of mandatory prerequisites covering topics in accounting, finance and business. In addition to imparting technical accounting skills, the MSA program also stresses ethics, writing across the curriculum and problem solving skills, reflecting the changing roles of accountants and CPAs within organizations. Rather than offering discrete courses in these areas, they are effectively integrated throughout the curriculum.

### ■ ANTHROPOLOGY

#### Faculty

**Chairperson:** Professor Sandra Faiman-Silva  
**Professors:** Diana Fox, Curtiss Hoffman  
**Associate Professors:** Louise Badiane, Ellen Ingmanson  
**Department Telephone Number:** 508.531.1799  
**Location:** Burrill Office Complex  
**Website:** [www.bridgew.edu/anthro](http://www.bridgew.edu/anthro)

#### Degree Programs

- BA in Anthropology  
Concentrations: Cultural Anthropology, General Anthropology

- BS in Anthropology  
Concentration: Public Archaeology

### Undergraduate Minors

- Anthropology

Click on Academic Programs for program information and requirements.

The department provides a strong liberal arts curriculum aimed at developing well-rounded, informed citizens with strong critical thinking abilities, intensive cross-cultural insights, and global cultural knowledge. Department courses and programs also impart cross-cultural knowledge and skills to students, preparing them for a wide range of professions. The department encourages students to continue on to graduate study in anthropology or other fields.

All department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also pursue study tours, honors projects and internships. The public archaeology and general anthropology concentration require that students participate in fieldwork or laboratory work, and the department offers a summer archaeological field school.

### Bachelor of Arts/Bachelor of Science

Anthropology, the scientific study of humankind, allows students to build cross-cultural understandings through an intensive study of other cultures. Anthropology is traditionally divided into several subfields: cultural anthropology, archaeology, physical (or biological) anthropology, applied anthropology and linguistics. A major in anthropology provides students with an understanding of societies and cultures throughout the world. Students majoring in anthropology are prepared to understand and work with individuals from other cultural settings; in health care, social services and public welfare agencies; or as teachers, museum curators, environmentalists, or in private industry. Students may select a BA in cultural anthropology or general anthropology, or a BS in public archaeology. Students may also combine a major in anthropology with an education major.

### Double Major with Elementary Education, Early Childhood Education or Special Education

Students may choose a double major in anthropology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### Honors Program

The honors program in anthropology provides highly motivated anthropology majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in anthropology. Contact the Department of Anthropology for further information concerning eligibility and application.

## ■ ART

### Faculty

**Chairperson:** Professor Rob Lorensen

**Graduate Program Coordinator:** Professor Dorothy Pulsifer

**Professors:** Collin Asmus, Mercedes Nunez, Beatrice St. Laurent

**Associate Professors:** Leigh Craven, Mary Dondero, Ivana George, John Hooker, Magaly Ponce, Robert Saunders III, Donald Tarallo

**Assistant Professors:** Sean McPherson, Jonathan Shirland

**Department Telephone Number:** 508.531.1359

**Location:** Art Building, Room 100

**Website:** [www.bridgew.edu/art](http://www.bridgew.edu/art)

### Degree Programs

- BA in Art  
Concentrations: Art Education, Art History, Crafts, Fine Arts, Graphic Design, New Media, Photography
- MAT - Creative Arts

### Undergraduate Minors

- Art History
- Graphic Design
- Studio Art

Click on Academic Programs for program information and requirements.

### Bachelor of Arts

- The Department of Art offers seven concentrations:
- Art Education
- Art History
- Crafts
- Fine Arts



- Graphic Design
- New Media
- Photography

The undergraduate program offers a broad-based training in the visual arts. In addition to course work, internships give firsthand experience in such areas as graphic design, museology, exhibition planning and community art programs. Students planning to pursue graduate study at some point in their careers should work closely with their advisers to select appropriate course work beyond the requirements of the major, thus earning themselves a competitive edge in the application process at the graduate level.

Students interested in teaching art must select a minor in secondary education. However, state-mandated requirements for teacher training are subject to change, so it is necessary to consult with Professor Dorothy Pulsifer regarding up-to-date requirements. Prospective teachers of art are encouraged to join the student chapter of the National Art Education Association.

Art majors not interested in an education minor are encouraged to select a minor complementing their interests within the major. Students who are not art majors, wishing to minor in art, art history or graphic design, will find a diversity of course offerings suitable to their interests and skills. To ensure an appropriate selection of art courses in the major or minor, it is important that each student work closely with his or her art adviser or the department chairperson in program selection.

A student majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

Students should be aware that typically there are additional hours outside of class to complete course requirements and expenses for materials and tools in studio courses beyond the required fees. Field trips to museums, studios and commercial galleries in the region, in New York City and at other sites are regularly a part of many art history and studio art courses and include additional costs.

A gallery calendar of changing exhibitions is maintained throughout the academic year in the Wallace L. Anderson Gallery within the art building. One of these exhibitions is the student show, and art majors and minors are encouraged to set aside their best work to submit to this annual showing. In an adjacent gallery is a continuing exhibition of works from the permanent art collection. These gallery facilities offer a range of work that enhances classroom instruction. In addition, visiting artists and related art programs are made possible each year by a generous gift from the Class of 1936.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in art and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### **Honors Program**

The honors program in art provides highly motivated art majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in art. Contact the Department of Art for further information concerning eligibility and application.

## ■ **AVIATION SCIENCE**

### **Faculty**

**Chairperson:** Associate Professor Michael Farley

**Assistant Professors:** Richard Abers, Veronica Côté, Michael Sloan

**Department Telephone Number:** 508.531.1779

**Location:** Harrington Hall, Room 111

**Website:** [www.bridgew.edu/aviation](http://www.bridgew.edu/aviation)

### **Degree Program**

- BS in Aviation Science
- Concentrations: Aviation Management, Flight Training

### **Undergraduate Minor**

- Aviation Science

Click on Academic Programs for program information and requirements.

### **Bachelor of Science in Aviation Science**

The Department of Aviation Science offers a BS degree in aviation science with concentrations in flight training and aviation management. Graduates are prepared for entry into the aviation industry in productive, professional employment, or alternatively, for graduate study. Federal Aviation Administration Certification of Bridgewater State University, as a Federal Aviation Regulation (FAR) Part 141 ground school, allows students to complete all required ground school courses at the university as part of the aviation science curriculum. Bridgewater State University is also designated as an official testing center for all Federal Aviation Administration knowledge tests. The Bridgewater State University aviation science program incorporates single-engine and multi-engine flight simulator training into its flight training courses. For complete information on these programs, consult with the chairperson of the Department of Aviation Science.

## Airport Management Concentration

This program is inactive.

## Flight Training and Ground School

Students enrolled in the aviation science program must take all flight and flight-related courses through Bridgewater State University. Ground school courses are conducted by the university under Federal Aviation Regulation Part 141, as is the flight simulator training, which is required as a part of commercial and instrument flight training courses.

## Physical Examinations

Students seeking admission to the flight training concentration must pass a Class II or better FAA physical examination; a Class III FAA physical is required for the aviation management concentration or any other program involving flight courses. A copy of the certification for the appropriate flight physical must be on file with the aviation coordinator BEFORE FLIGHT TRAINING BEGINS.

## Academic Credit for Flight Training

The following procedures for granting academic credit for flight and flight-related ground school training for both incoming freshman students and transfer students are in accordance with pertinent university policies. These policies are designed to ensure academic quality and to maximize safety for the participants in the aviation science program. All students requesting academic credit from Bridgewater State University for flight and flight-related ground school training are subject to these provisions. Credit for all other course work will be considered as specified in the university catalog under the sections concerning Transfer Admission and Transfer of Credit After Admission.

## Entering Freshmen and Transfer Students

Freshmen or transfer students entering Bridgewater State University may request up to eighteen credits for previous work in flight and flight-related ground school training under the following provisions:

- To obtain credit for flight training, the student must: a) provide valid documentation\* of the flight training concerned; b) hold a current, appropriate flight physical certificate; and c) pass a flight proficiency test conducted by an aviation-science-approved flight instructor. (Additional flight training may be required if a student has difficulty passing the flight proficiency test.) All costs for the flight proficiency test (and any additional flight training) will be borne by the applicant.
- Credit for training in FAA-certified ground schools may be obtained by providing valid documentation\* of the training concerned.

\* Valid documentation includes pertinent log books and other certificates, licenses and verification of the training from the school(s) concerned. This verification must be in the form of a statement that identifies the school, describes the curriculum under which the training was taken and specifies the number of class hours involved. The statement must be signed by the chief flight instructor of the school. Up to full credit may be granted for courses from flight schools operating under Federal Aviation Regulation (FAR) Part 141 and up to half credit for training from schools operating under FAR Part 61.

Credit authorized by the above procedure for flight and flight-related ground school courses may be applied as follows:

Students entering the flight training concentration may apply up to 17 credits toward the academic major and students entering the aviation management concentration may apply up to 13 credits toward the academic major; any additional authorized flight training credit will be designated as free electives. *At least 50 percent of the credits in any major field (major department) must be earned at Bridgewater State University.*

Students entering the aviation science minor may apply nine credits toward the minor; any balance may be credited toward free electives. Authorized flight training credits specified above for the major, minor, and free electives may be applied toward the university graduation requirement of 120 credits (minimum).

All students entering the aviation science program must complete any required background security checks with the Transportation Security Administration and/or the Federal Aviation Administration.

Note: For additional detailed information on the aviation science program, call 508.531.1779 or write Chairperson, Department of Aviation Science, Bridgewater State University, Bridgewater, Massachusetts 02325.

Upon acceptance into the aviation science program, students must obtain a copy of the "Department of Aviation Science Policies and Procedures Manual," available on the University website at [www.bridgew.edu/aviation/Aviation%20Forms%20link.cfm](http://www.bridgew.edu/aviation/Aviation%20Forms%20link.cfm). All students **must** comply with the policies and procedures as set forth in said manual.

## Honors Program

The honors program in aviation science provides highly motivated aviation science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in aviation science. Contact the Department of Aviation Science for further information concerning eligibility and application.

# ■ BIOLOGICAL SCIENCES

## Faculty

**Chairperson:** Professor Michael Carson

**Graduate Program Coordinator:** Professor John Jahoda

**Professors:** Jeffery Bowen, Kevin Curry, Merideth Krevosky, Donald Padgett

**Associate Professor:** Christopher Bloch

**Assistant Professors:** Kenneth Adams, Heather Marella, Boriana Marintcheva, Jennifer Mendell, Jonathan Roling, Joseph Seggio

**Department Telephone Number:** 508.531.1358

**Location:** Science and Mathematics Center, Room 301

**Website:** [www.bridgew.edu/biology](http://www.bridgew.edu/biology)

## Degree Programs

- BS in Biology  
Concentration: Secondary Education
- BA in Biology
- MAT - Biology

## Undergraduate Minors

- Biology
- Biotechnology
- Environmental Biology

Click on Academic Programs for program information and requirements.

The mission of the biology program is to provide students with a broad background in the biological sciences allowing for flexibility in making career choices. The department offers an undergraduate program leading to the degree of Bachelor of Science or Bachelor of Arts and a graduate program leading to the degree of Master of Arts in Teaching. Students enrolled in the graduate program have the opportunity to develop their skills and knowledge in more specialized areas.

The overall goal of the program is to expose students to the scientific process and to promote a student's ability to think critically.

Ultimately, the aim is to transform the student into a more analytical thinker and to improve his/her confidence, both academically and professionally. The department feels that the best way to achieve these goals for our biology students is through participation in an undergraduate research experience.

The Department of Biological Sciences is located in the state-of-the-art Science and Mathematics Center. The department has 13 teaching laboratories, five prep laboratories, a biology museum-seminar room, and 8 faculty-student research laboratories that include tissue culture, small mammal, aquatic, and natural history facilities. The department also operates a research-level greenhouse adjacent to the Science and Mathematics Center. The laboratories are well equipped to help students apply the theoretical principles of their courses. Equipment includes light and fluorescent microscopes, a DNA sequencer, ultracentrifuge, microplate reader, real-time PCR, electrophoretic equipment and a flow cytometer amongst other equipment. In addition, there is close cooperation between the biology and chemistry departments that allows for access to other equipment such as electrochemical equipment, a nuclear magnetic resonance spectrometer, an atomic absorption spectrometer, several infrared (IR) spectrometers, a gas chromatograph, a gas chromatograph/mass spectrometer and a high pressure liquid chromatograph.

The location of the campus is a major advantage for conducting fieldwork and ecological studies. Within an hour's drive of the campus are such diverse habitats as bays, salt marshes, sandy beaches, rocky shores, estuaries, bogs, freshwater ponds, streams and rivers (clean and polluted), white cedar swamps, marshes, pine groves and hemlock groves.

The department is involved in the coordination of the Watershed Access Laboratory and the BSU City Lab within the Center for the Advancement of Science Exploration (CASE). These laboratories are designed for outreach use in teacher professional development in environmental education and biotechnology and for interdisciplinary studies by faculty and students.

Each student majoring in biology will be assigned a departmental academic adviser from among the faculty of the department, and should consult with the adviser in regard to both the BS versus BA decision, and selection of courses. It is also important to frequently meet with the adviser to verify progress toward completion of graduation requirements and meeting departmental standards.

## Bachelor of Science in Biology (BS)

The department offers a BS degree program designed to prepare the student for employment as a biologist in a laboratory or field setting or for advanced training at a graduate or professional institution. The BS requirements can be tailored to the student's individual interests. This program encourages students to select their coursework to develop a background of skills to complement their interest and open future opportunities for internships, graduate study and careers. Course work in such fields as histology, virology, embryology, molecular biology and neurobiology prepares students for health-related or biotechnology pursuits such as laboratory or clinical work or graduate study and health-professional schools. Course work in such fields as wetlands ecology, evolution, biometry, stream ecology and marine mammal biology would prepare students for graduate study or careers in ecology and other environmental-related pursuits.

The BS degree is an excellent preparation for students seeking advanced graduate education in the health professions: medical doctor, dental medicine, veterinarian, etc. The department participates in the university's Health Profession Advising Program which assists students in selecting appropriate coursework, preparing the MCAT and other qualifying exams and in submitting applications.

All BS students are required to take a core of courses consisting of BIOL 121 - General Biology I, BIOL 122 - General Biology II, BIOL 200 - Cell Biology, BIOL 225 - General Ecology and BIOL 321 - Genetics. In consultation with their departmental adviser, each student selects six additional courses: one to fulfill each of the three Distributions (Cell & Molecular Biology, Physiology and Organismal Biology) with the

remaining three courses being electives. At least one Experiential and one Writing-Designated in the Major in the area of the student's interest are required for graduation.

The Secondary Education Concentration is a more focused option as a high school/middle school teacher preparation program. It is designed to provide the breadth of knowledge required for earning Massachusetts teacher licensure and helping middle and high school pupils meet Massachusetts educational standards.

### **Bachelor of Arts (BA)**

The BA degree is designed for the biology major who wishes to use biological knowledge in pursuit of a career outside of biology. Examples of such careers are teaching elementary education, science writing, scientific illustration, technical sales or publishing. By carefully selecting biology courses and adding particular courses in chemistry, physics and mathematics beyond the BA requirements, a BA degree holder may qualify for many of the career opportunities listed under the BS.

### **Double Major with Elementary Education and Early Childhood Education or Special Education**

Students may choose a double major in biology and elementary and early childhood education or special education. Appropriate advising materials are available in the Department of Biological Sciences and Department of the Elementary and Early Childhood Education.

### **Honors Program**

The honors program in biology provides an opportunity for highly qualified biology majors to study biology and to conduct independent research in biology for honors credit. Interested students should contact the Department of Biological Sciences by their sophomore year for further information concerning eligibility and application.

### **Undergraduate Research**

The Department of Biological Sciences provides the opportunity for students to participate in a true research experience, which is increasingly an advantageous component of undergraduate training.

Each semester, BIOL 396 - Research Problems in Biology and BIOL 497 - Undergraduate Biological Research are offered by faculty members who direct and supervise either individuals or a small team of undergraduates in a research project. Students are intimately involved with experimental design as well as data collection, analysis and interpretation. The course culminates with a student presentation of the semester's work in a departmental seminar. These courses are often followed by a presentation at a professional scientific meeting. Research topics vary from semester to semester as different faculty members direct the research course; equally valuable training and experience in scientific methodology is obtained with all topics. The Department of Biological Sciences highly recommends this experience which adds a profitable dimension that is not provided by ordinary course work.

### **Biology Internship**

Biology students interested in developing a field or laboratory experience through BIOL 498 - Internship in Biology must meet the following criteria to be considered:

- Prior completion of at least 54 credits and at least two semesters of biology at Bridgewater State University
- Minimum 2.5 cumulative GPA overall, and 2.7 GPA in biology
- Prior agreement of a faculty member to act as faculty supervisor and oversee the specific internship
- Submission of a completed internship application form to the department chairperson by the middle of the semester preceding the internship

The Department of Biological Sciences has offered internships in two modes:

#### **Individualized Internships**

These internships have been arranged on an individual basis involving the student, the department faculty supervisor and the external supervisor at the internship site. Organizations that have been involved in these internships include Bridgewater Square Chiropractic, Roger Williams Zoo, Franklin Park Zoo, Capron Park Zoo, New England Aquarium, National Maine Fisheries Service at Woods Hole, International Wildlife Coalition, and New England Coastal Wildlife Alliance.

#### **Formalized Group Internships**

These internships have involved up to twelve students and have been presented as collaboration between BSU and external organizations, including The Web for Life, The International Wildlife Coalition, and the Plymouth Marine Mammal Research Center. Formal meetings, seminars, and external speakers have been presented to the participants who have also engaged in a program for guided field research.

#### **Requirements and Assessments**

Students are required to find a faculty supervisor who will agree to supervise the internship. The department encourages the student to connect with a faculty supervisor whose area of expertise is most appropriate to the proposed internship.

Interns are generally expected to keep a reflective journal, a scientific journal, write a final paper based on the internship experience, and share their experience with the department in a public forum.

### **Master of Arts in Teaching General Science:**

This program is inactive.

## **■ CHEMICAL SCIENCES**

## Faculty

**Chairperson:** Professor Cielito King

**Professor:** Edward Brush

**Associate Professors:** Steven Haefner, Stephen Waratuke

**Assistant Professors:** Samer Lone, Chifuru Noda, Emily Garcia Segal

**Department Telephone Number:** 508.531.1233

**Location:** Science and Mathematics Center, Room 401

**Website:** [www.bridgew.edu/chem](http://www.bridgew.edu/chem)

## Degree Programs

- BA in Chemistry
- BS in Chemistry
- Concentrations: Biochemistry, Environmental Chemistry, Professional Chemistry
- MAT – Physical Science

## Undergraduate Minors

- Biochemistry
- Chemistry

Click on Academic Programs for program information and requirements.

The Department of Chemical Sciences offers programs leading to the degrees of Bachelor of Arts or Bachelor of Science in Chemistry. These programs are designed to provide the skills and knowledge necessary to prepare students for successful careers in the chemical, pharmaceutical or biotech industries, for chemical research, teaching and environmental science or for further study in graduate degree programs and professional schools.

The department is housed in the Science and Mathematics Center and maintains a suite of modern scientific instrumentation that is used for both teaching and research purposes. This includes a high resolution nuclear magnetic resonance (NMR) spectrometer, a flame/furnace atomic absorption spectrometer (FLAAS/GFAAS), two Fourier transform infrared (FTIR) spectrometers, two gas chromatographs (GC-MS and GC/FID-ECD), a high performance liquid chromatograph (HPLC), several ultraviolet-visible spectrophotometers (UV/Vis), a luminescence spectrometer, and a molecular imager.

Students, staff and faculty maintain an atmosphere of informal interaction, both inside and outside the classroom and laboratory. Many students participate in Biochemistry Club activities, which include seminars by area scientists, visits to academic and industrial laboratories and special social events. Students are encouraged to participate in research and together with faculty often attend American Chemical Society (ACS) and other professional meetings throughout the country to present their research results.

## Bachelor of Arts/Bachelor of Science

The chemistry major, with a concentration in biochemistry, environmental chemistry or professional chemistry, leads to the BS degree. These programs are designed for students who plan a career as a professional chemist or biochemist either immediately after graduation or after graduate work in a chemically related discipline. Satisfactory performance (a 3.0 average or better) in any of these programs gives students the preparation required to obtain an assistantship or fellowship in graduate school. The Bachelor of Science in Chemistry programs are certified by the American Chemical Society.

The chemistry major (without a concentration) leads to the Bachelor of Arts degree. This program is most appropriate for students with a double major in another discipline. The BA is not recommended as a "stand alone" major or for students pursuing a professional career in chemistry. The BA program is not certified by the American Chemical Society. A minimum number of chemistry courses are required so that a program of other courses suited to the individual's interests may be developed in consultation with the student's adviser.

The department also participates in preprofessional advising for students interested in pharmacy, medicine and dentistry. Additional information can be found in the Interdisciplinary and Preprofessional Programs section of this catalog.

Students interested in any of the programs offered by the department should enroll in CHEM 141 - Chemical Principles I and calculus (MATH 161/161E - Single Variable Calculus I or MATH 141 - Elements of Calculus I) in the fall semester of their first year. Additionally, students interested in biochemistry should also enroll in (BIOL 121 - General Biology I). In the spring semester of their first year, students will normally take CHEM 100 - Computers in Chemistry in addition to continuing with CHEM 142 - Chemical Principles II and the second semester of calculus. Students need not decide among the various programs within the department until the spring of their second year. Because of the sequential nature of many courses required in our programs, we urge new students to consult with a chemistry faculty member in addition to the regular freshman advisers during the first year registration process.

## BS in Chemistry/Geology

This program is inactive.

## Double Major with Elementary Education, Early Childhood Education or Special Education

Students may choose a double major in chemistry and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Chemical Sciences and the appropriate education department for further information.

## Minor in Secondary Education (High School, Middle School or PreK-12 Specialist)



Students may major in chemistry and minor in secondary (high school, grades 8-12; middle school, grades 5-8; or PreK-12 specialist) education. Successful completion of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

### **Honors Program**

The honors program in chemistry provides highly motivated chemistry majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in chemistry. Contact the Department of Chemical Sciences for further information concerning eligibility and application.

### **Master of Arts in Teaching**

#### **Chemistry**

This program is inactive.

#### **General Science**

This program is inactive.

#### **Physical Science**

The Master of Arts in Teaching degree in physical science was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth sciences or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations.

Students should consult the "Graduate Academic Policies" section of the catalog for information regarding graduate program policies and procedures.

For current information concerning program requirements, consult the "Physics" section of this catalog.

## ■ **COMMUNICATION STUDIES**

### **Faculty**

**Chairperson and Graduate Program Coordinator:** Professor Arthur Lizie

**Professors:** Jabbar Al-Obaidi, Joel Litvin, Nancy Street

**Associate Professors:** Jason Edwards, Bjorn Ingvaldstad, Susan Miskelly, Nancy Owens

**Assistant Professors:** Jessica Birthisel, Maria Hegbloom, Melanie McNaughton, Thomasena Shaw, Yongjun Shin

**Department Telephone Number:** 508.531.1348

**Location:** Maxwell Library, Room 215

**Website:** [www.bridgew.edu/comm](http://www.bridgew.edu/comm)

### **Degree Program**

- BA in Communication Studies
- Concentrations: Communication and Culture; Film, Video and Media Studies; Strategic Communication

### **Undergraduate Minors**

- Communication Studies
- Film Studies\*
- Public Relations\*

\* Interdisciplinary minor

Click on Academic Programs for program information and requirements.

The Department of Communication Studies is committed to providing excellent undergraduate programs for students at Bridgewater State University. The department offers a Bachelor of Arts (BA) in Communication Studies. It provides students with a broadly based liberal arts grounding in history, structure, process, culture, social application and functions of human communication, and with the competencies required for effective communication in the 21<sup>st</sup> century. It also supports an integrated model of learning, relaxing the rigid boundaries between academic requirements, professional training and the liberal arts.

In addition, the Department of Communication Studies endeavors to:

- foster the student's ability to integrate critical, theoretical and ethical perspectives in the field of communication and apply them to their professional, personal and civic lives.
- train students in analytical and critical thought, in oral exposition and argument in the literature of communication and in the research that supports it.
- provide through theoretical perspectives and practical experience, rich opportunities and preparation for careers in communication and media, for work in other fields for which communication is pivotal for success and for advanced study in communication.

### **Bachelor of Arts**



The Department of Communication Studies strives to educate the residents of the region in the matter and practices of the field of communication and media with the following concentrations:

- Communication and Culture
- Film, Video, and Media Studies
- Strategic Communication

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major, one in communication studies and another in elementary education, early childhood education or special education for licensure purposes.

### **Honors Program**

The honors program in Communication Studies provides highly motivated communication studies majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in communication studies. Contact the Honors Program Director, Jason Edwards at [jason.edwards@bridgew.edu](mailto:jason.edwards@bridgew.edu) for further information concerning eligibility and application.

### **Master of Arts in Teaching Speech Communication and Theater**

This program is inactive.

## ■ **COMPUTER SCIENCE**

### **Faculty**

**Chairperson:** Associate Professor John Santore

**Graduate Program Coordinator:** Professor Glenn Pavlicek

**Professor:** Torben Lorenzen

**Associate Professors:** Lee Mondschein, Abdul Sattar

**Assistant Professors:** Seikyung Jung, Chadi Kari

**Department Telephone Number:** 508.531.1313

**Location:** Science and Mathematics Center, Room 331

**Website:** [www.bridgew.edu/cs](http://www.bridgew.edu/cs)

### **Degree Programs**

- BS in Computer Science
- MS in Computer Science

### **Undergraduate Minor**

- Computer Science

Click on Academic Programs for program information and requirements.

### **Bachelor of Science in Computer Science**

This program provides a broad background in computer science and will serve as preparation for employment in computer applications or for graduate studies in the field.

### **Bachelor of Arts in Computer Science**

This program is inactive.

### **Honors Program**

The honors program in computer science provides highly motivated computer science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in computer science. Contact the Department of Computer Science for further information concerning eligibility and application.

## ■ **COUNSELOR EDUCATION**

### **Faculty**

**Chairperson and Graduate Program Coordinator:** Associate Professor Michael Kocet

**Graduate Program Directors:** Associate Professor Theresa Coogan (School Counseling); Assistant Professor Melissa Freeburg (Mental Health); Associate Professor Michael Kocet (Student Affairs)

**Professors:** Victoria Bacon, Louise Graham, Maxine Rawlins

**Associate Professor:** Christy Lyons Graham

Department Telephone Number: 508.531.2836  
Location: Kelly Gymnasium, Room 104  
Website: [www.bridgew.edu/counselingprograms](http://www.bridgew.edu/counselingprograms)

### Degree Programs

- MEd in Counseling  
Concentrations: Mental Health Counseling, Mental Health Counseling–Dual License, School Counseling (PreK-8, 5-12), Student Affairs Counseling

### Certificate of Advanced Graduate Study Programs (CAGS)

- Mental Health Counseling

### Postmaster's Licensure Program

- School Counseling (PreK-8, 5-12)

Click on Academic Programs for program information and requirements.

### Mission Statement

The Bridgewater State University graduate Department of Counselor Education prepares professional counselors to provide counseling, consultation and preventive services to individuals, families, groups and communities in mental health, student affairs and PreK-12 educational settings. The faculty embrace a professional identity as counselors and facilitate the development of this professional identity in students by stressing wellness, lifespan development, professional ethics, multicultural competencies and prevention. The counseling faculty are diverse with regard to background, experience and counseling orientation, and prepare counselors to help clients effectively respond to developmental, educational, career, mental health and other lifespan challenges. As professional counselors, students in the Department of Counselor Education are educated to think critically, communicate effectively and responsibly utilize innovative strategies to enhance the practice of counseling in the 21<sup>st</sup> century. The faculty facilitate the ability of students to translate theoretical and philosophical principles into practical application to promote wellness throughout the lifespan. Students graduate prepared to pursue licensure in their respective area of counseling.

### Counseling Program Options

#### Master of Education in Counseling Program Options

- Mental Health Counseling - 60 credits
- Mental Health Counseling: Dual License - 66 credits
- School Counseling - 51 credits
- Student Affairs Counseling - 39 credits

#### Certificate of Advanced Graduate Study in Counseling Program Options

Certificate of Advanced Graduate Study in Mental Health Counseling - 30 credits (minimum)

#### Postmaster's Licensure in Counseling Program Options

School Counseling (PreK-8, 5-12) - 45 credits

### General Admission Criteria for the Counselor Education Programs

The counselor education faculty seek to admit students who will become highly effective professional counselors. As such, the faculty look at each student's application as a whole and do not exclude students based on any one criterion. Students must submit a complete application by **Oct. 1** for spring semester admission and **Feb. 1** for summer/fall semester admission. In addition to the admission standards set by the university, there are general admission criteria for counseling that are based on state and national standards outlined below.

Specific program admission requirements are identified under individual program options on the following pages.

- Each applicant is reviewed by counselor education faculty who serve on the Counseling Programs Committee.
- Each applicant must demonstrate success in forming effective interpersonal relationships in individual and small group contexts.
- Each applicant must demonstrate aptitude for graduate-level study.
- Each applicant must provide career goals and objectives and their relevance to their chosen program.
- Each applicant must demonstrate openness to self-examination and personal and professional self-development.

Degree-seeking students who desire to change programs must file a formal petition with the Counseling Programs Committee and meet all admission requirements of the desired program. A student whose petition is approved must adhere to the specific program requirements in place at the time of approval.

The counselor education faculty actively seek to recruit applicants with diverse backgrounds.

### Counseling Program Planning

All accepted students must complete an on-line orientation for new students and meet with their faculty adviser upon acceptance.

Prospective candidates who have not been formally accepted into the program are urged to confine their selection of courses to the three core courses (CNMH 528, or CNSA 528, or CNSC 528; and CNGC 529 and CNGC 500).

The Department of Counselor Education takes very seriously its responsibility and commitment to train professional and ethical counselors and to "protect the public good." Faculty are committed to supporting student success, and providing remedial interventions, when needed. However, the department also recognizes that there will be a small number of students for whom it becomes clear that transitioning out of the program is necessary. The department has written a Learning Contract that reflects ACA ethical standards, university guidelines,

department expectations and requirements, as well as the procedures that will be followed in response to academic, personal and /or professional student-related concerns that may arise. During the new student orientation experience, the department's Learning Contract will be reviewed and discussed with all students; students will sign and receive a hard copy of the contract. Students must sign and receive a copy of the Learning Contract to continue to take courses as degree-seeking students. The contract will also be posted on each of the department's program-specific Blackboard virtual sites. A signed copy will be put in each student's file at the College of Graduate Studies.

### **Grade Requirement**

Please see Graduate Academic Policies in the BSU catalog and the College of Graduate Studies Handbook ([www.bridgew.edu/Handbook/GradSchool.cfmFieldwork](http://www.bridgew.edu/Handbook/GradSchool.cfmFieldwork)).

### **Fieldwork Experiences**

Field experiences (e.g., practicum or internship) are required of all matriculated students. Depending on the counseling program, students complete between 300 and 1000 hours of supervised fieldwork experience. Each student, in conjunction with an academic adviser, selects an appropriate site and is supervised by an on-site professional while meeting with a Bridgewater State University faculty member for a fieldwork seminar. Most important, students must submit a fieldwork application to the fieldwork director to participate in any fieldwork experience. Fieldwork applications must be completed by the first Monday in **April** for the summer semester, by the first Monday in **June** for the fall semester, and by the first Monday in **November** for the spring semester.

### **Culminating Experience**

As part of the graduation requirement in the department, students are expected to complete a culminating experience which is overseen by members of the Department of Counselor Education faculty. The culminating experience focuses on students' ability to integrate counseling and development theory into direct practice. Through the culminating experience, students will demonstrate the counseling competencies that align with current CACREP standards (Council for the Accreditation of Counseling and Related Educational Programs), as well as standards that align within respective programs of study. Students will have the choice of a master's thesis; CNGC 502 - Research; taking the CPCE Exam (Counselor Preparation Comprehensive Examination); creating a capstone portfolio, CNGC 585 - Capstone in Counseling -- Portfolio; or a project paper, CNGC 586 - Capstone in Counseling -- Project Paper. Students completing a master's thesis must follow the guidelines established by the College of Graduate Studies. Students who are considering pursuing future doctoral studies are especially encouraged to select the master's thesis option.

CAGS in Mental Health students have the option of submitting a passing score on the LMHC (Licensed Mental Health Counselor) exam in lieu of the above mentioned culminating experiences.

## **■ CRIMINAL JUSTICE**

### **Faculty**

**Chairperson:** Associate Professor Richard Wright

**Graduate Program Coordinator:** Assistant Professor Jennifer Hartsfield

**Professor:** Carolyn Petrosino

**Associate Professors:** Kyung-shick Choi, Jo-Ann Della-Giustina, Aviva Twersky Glasner, Mitchell Librett

**Assistant Professors:** Robert Grantham, Khadija Monk, Mia Ortiz, Wendy Wright

**Department Telephone Number:** 508 .531.2107

**Location:** Maxwell Library, Room 311

**Website:** [www.bridgew.edu/criminaljustice](http://www.bridgew.edu/criminaljustice)

### **Degree Programs**

- BS in Criminal Justice  
Concentration: Victimology
- MS in Criminal Justice  
Concentrations: Administration of Justice, Crime and Corrections

### **Undergraduate Minor**

- Criminal Justice

Click on Academic Programs for program information and requirements.

The Department of Criminal Justice offers a major program in criminal justice and a minor in criminal justice.

The department provides a rigorous discipline-specific curriculum aimed at developing well-rounded graduates with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of career options in the field of criminal justice or closely related fields. Career options include positions in the criminal justice system, education, research, private treatment agencies and various state and federal justice agencies. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships.

### **Honors Program**

The honors program in criminal justice provides highly motivated criminal justice majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree. Contact the Department of Criminal Justice for further information concerning eligibility and application.

### **Overseas-Study Opportunities**

The Department of Criminal Justice urges its majors and minors to study abroad, both via Bridgewater State University sponsored study tours and as exchange students at universities. The Office of Study Abroad can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State University.

### **Master of Science - Early Acceptance Program**

Bridgewater State University offers students enrolled in the BS in Criminal Justice program the opportunity for early acceptance into the MS program.

#### **Admission Requirements to the Criminal Justice Master's of Science Program via Early Acceptance**

A criminal justice major may apply to the MS program while enrolled in the senior year of their BS program. Although students may be accepted into the graduate program at this point, they will be classified as undergraduate students until all requirements of the Bachelor's degree have been fulfilled and the BS degree has been awarded. Under the early acceptance program, students will be admitted and classified as graduate students in the semester immediately following conferral of the Bachelor's degree. Students accepted under the early acceptance program must begin taking graduate courses the semester after receipt of their Bachelor's degree.

The Department of Criminal Justice waives the GRE requirement and application fee for the Masters Degree Early Acceptance applicants. The following are required to be accepted into the program:

- 1.) Students must have achieved an overall Bridgewater State University earned GPA of 3.0 at the time their application is accepted.
- 2.) Three appropriate letters of recommendation, two of which must come from full-time BSU criminal justice faculty.

This program is Quinn Bill-approved.

### **Master of Science in Criminal Justice**

The Master of Science in Criminal Justice provides students with the knowledge and skills necessary to succeed in a variety of professional positions in criminal justice or in closely related fields and prepares students for doctoral programs as well. Students in the program will acquire detailed knowledge of the seven broad areas of criminal justice, learn about the role of information technology in the criminal justice system, become familiar with major data sources and learn to carry out research and data analysis in criminal justice. Students will also develop skills in critical thinking and in oral and written communications. In addition to providing a solid foundation in contemporary criminal justice, the program emphasizes diversity in criminal justice issues. Students may choose from two concentrations. The concentration in administration of justice is offered in cooperation with the Master of Public Administration program. Students may also concentrate in crime and corrections.

## ■ **ECONOMICS**

### **Faculty**

**Chairperson:** Associate Professor Daniel Lomba

**Professor:** Margaret Brooks

**Associate Professor:** Michael Jones

**Assistant Professor:** Quoc Tran

**Department Telephone Number:** 508.531.1716

**Location:** Hunt Hall, Room 113

**Website:** [www.bridgew.edu/economics](http://www.bridgew.edu/economics)

### **Degree Program**

- BS in Economics

### **Undergraduate Minor**

- Economics

Click on Academic Programs for program information and requirements.

### **The Department of Economics offers a Bachelor of Science (B.S.) in Economics and a Minor in Economics.**

The major in economics is a comprehensive program which enables students to become familiar with many aspects of the economy and provides them with training in economic analysis and problem-solving techniques. A strong background in economic theory will prepare students for entry into fields such as banking, finance, business, politics and real estate.

The minor in economics offers a basic program which enables students to become familiar with some aspects of the economy and provides them with training in economic analysis and problem-solving techniques.

### **What is economics?**

Economics is the study of the behavior of individuals, firms and the economy as a whole.

### **Centers associated with Economics Department:**

Center for Economic Education

Canadian Studies Program

Project for Economic Data and Research (PEDR)

### **What can I do with an economics major?**

Private sector opportunities include banking, finance, insurance and consulting.

Public sector opportunities include any number of government agencies, such as the IRS or the Federal Reserve.

Other opportunities include graduate studies in economics (M.A., Ph.D.), law school and business school.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in economics and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Economics and the appropriate education department for further information. The Center for Economic Education, located within the Department of Economics, provides resources and support for preservice teachers.

## ■ **ELEMENTARY AND EARLY CHILDHOOD EDUCATION**

### **Faculty**

**Chairperson:** Professor John Marvelle

**Graduate Program Coordinators:**

Professor Elaine Bukowiecki (Reading)

Professor Steven Greenberg (Elementary and Early Childhood Education)

**Professors:** Gregory Nelson, Mary Shorey, Gerald Thornell, Nancy Witherell

**Associate Professors:** Patricia Emmons, Robert Sylvester

**Assistant Professors:** Susan Eliason, Nicole Glen, Jennifer Manak

**Department Telephone Number:** 508.531.1243

**Location:** Hart Hall, Room 122

**Website:** [www.bridgew.edu/elemed](http://www.bridgew.edu/elemed)

### **Degree Programs**

- BSE in Elementary Education
- BSE in Early Childhood Education
- Concentration: Early Education and Care (PreK-K) (Non-Public School Licensure)
- BSE in Elementary Education/MEd Special Education (Teacher of Students with Moderate Disabilities PreK-8) Dual Licensure
- MEd in Elementary Education (Initial Licensure)
- MEd in Elementary Education (Professional Licensure)
- MEd in Elementary Education (Non-Licensure)
- MEd in Early Childhood Education (Professional Licensure)
- MEd in Early Childhood Education (Non-Licensure)
- MEd in Reading

### **Certificate of Advanced Graduate Study Program (CAGS)**

- Reading

### **Postbaccalaureate Licensure Programs**

- Early Childhood Teacher of Students With or Without Disabilities (PreK-2) (Initial Licensure)
- Elementary Education (Initial Licensure)

Click on Academic Programs for program information and requirements.

The Department of Elementary and Early Childhood Education offers several programs designed to meet the needs of graduate students: postbaccalaureate programs and master's degrees that allow students to apply for initial licensure in elementary education (1-6) or early childhood education (PreK-2); and master's degree programs that allow students to apply for professional licensure. The department also offers a Master of Education degree in reading for educators seeking an additional license as a teacher specialist (all levels) of reading. In addition, a CAGS in reading is available.

### **Honors Program**

The honors program in elementary education provides highly motivated elementary education majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in elementary education. Contact the Department of Elementary and Early Childhood Education for further information concerning eligibility and application.

### **Master of Education in Early Childhood Education (Initial Licensure)**

This program is inactive.

## ■ ENGLISH

### Faculty

**Chairperson:** Associate Professor Benjamin Carson

**Graduate Program Coordinator:** Associate Professor Gregory Chaplin

**Professors:** Evelyn Pezzulich, Jadwiga Smith, Julia Stakhnevich, William Smith

**Associate Professors:** Joyce Rain Anderson, Matthew Bell, Ann Brunjes, James Crowley, Kimberly Davis, Anne Doyle, Kathryn Evans, John Kucich, Michael McClintock, John Sexton, Kathleen Vejvoda

**Assistant Professors:** Stuart Allen, Alba Aragon, Heidi Bean, Allyson Salinger Ferrante, Kevin Kalish, Lisa Litterio, Bruce Machart, John Mulrooney, Ellen Scheible, Lee Torda, Elizabeth Veisz

**Department Telephone Number:** 508.531.1258

**Location:** Tillinghast Hall, Room 340

**Website:** [www.bridgew.edu/english](http://www.bridgew.edu/english)

### Degree Programs

- BA in English  
Concentrations: English Education (High School, Middle School), Writing and Writing Studies
- MA in English
- MAT in English
- MAT in English, Creative Writing Concentration (This program is currently inactive.)

### Undergraduate Minor

- English

Click on Academic Programs for program information and requirements.

### Bachelor of Arts

The program of study for English majors aims to enhance their appreciation and knowledge of literature and the writing process. Through exposure to significant literary works and to the tools for understanding and analyzing what they read and write, students will develop an understanding of the history and background of English-language literatures, including texts in translation central to the discipline. Course work in the major includes offerings in culturally diverse English-language literatures with a foundation in British and American traditions, embracing the writing process and critical analysis. This background prepares English majors to enter diverse careers or to pursue graduate study. Bridgewater State University English majors have achieved success in a wide variety of occupations including teaching, banking, law, medicine, publishing, government service, public relations, technical writing, creative writing, advertising and business administration.

Within the English major, students may also pursue a writing and writing studies concentration or combine their program with licensure in elementary, middle school or secondary education.

The department offers an honors program for students who wish to pursue independent study culminating in a thesis.

The department participates in interdisciplinary minors such as American Studies, Canadian Studies, Women's Studies and U.S. Ethnic Studies.

### Double Major with Elementary Education, Early Childhood Education or Special Education

Students may choose a double major in English and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### Honors Program

The honors program in English provides highly motivated English majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in English. Contact the Department of English for further information concerning eligibility and application.

## ■ FOREIGN LANGUAGES

### Faculty

**Chairperson:** Professor Fernanda Ferreira

**Professors:** Duilio Ayalamacedo, Leora Lev

**Associate Professors:** Atandra Mukhopadhyay, Minae Savas

**Assistant Professors:** Alba Aragon, Ryan Labrozzi

**Department Telephone Number:** 508.531.1279

**Location:** Tillinghast Hall, Room 340

**Website:** [www.bridgew.edu/foreignlanguage](http://www.bridgew.edu/foreignlanguage)



## Degree Program

- BA in Spanish  
Concentration: Secondary Education

## Undergraduate Minors

- Portuguese
- Spanish

Click on Academic Programs for program information and requirements.

## Bachelor of Arts

The Department of Foreign Languages offers students an opportunity to gain practical working knowledge of one or more of 11 foreign languages. Students may choose any of these 11 languages offered by the department unless otherwise advised by the requirements of their academic major. Students who are continuing the study of foreign languages at Bridgewater State University should do so at the earliest opportunity.

The department offers an undergraduate major in Spanish, a major in Spanish with a Secondary Education Concentration and a minor in Spanish, as well as a minor in Portuguese.

For all prerequisites, equivalent course credit or preparation will be considered.

The Department of Foreign Languages participates in the multidisciplinary minor in Canadian Studies, the Latin American and Caribbean Studies minor, the Women's and Gender Studies minor and the Asian Studies minor. Click on Academic Programs for program information and requirements.

## Double Major with Elementary Education, Early Childhood Education or Special Education

Students may choose a double major in Spanish and elementary education, early childhood education or special education for licensure purposes. Advising on appropriate course sequences is available.

## Minor in Secondary Education

Students may minor in secondary education (grades 5-12). Successful completion of this minor and the Spanish major, Secondary Education Concentration will lead to Massachusetts Initial Teacher Licensure-Spanish. Please refer to "Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

## Foreign Language Courses

Students who would like to continue the study of foreign languages at Bridgewater State University should do so at the earliest opportunity. Foreign language courses count for the Global Culture and Humanities requirements of the core curriculum.

With the exception of advanced placement, foreign language courses, and foreign language College-Level Examination Program (CLEP) exams, credit may not be granted to students exempt from one to two semesters because of study of three or more secondary levels of the same foreign language or because of placement score.

## Foreign Language Placement Policy

- If you have studied a language for two years or less in high school, you may register for the 101 level of that language.
- If you have studied a language for three years or more in high school, you must register for the 102 level of that language.
- If it has been more than five years since you last studied a language in high school, you may register for the 101 level of that language.
- If you are a native or a heritage speaker of a language, you must register for the 102 level of that language.
- If you are a transfer student from another college or university and
  - you took a foreign language at your previous institution, your transfer credits will be assessed upon admission to Bridgewater State University.
  - you did not take a foreign language at your previous institution, follow the same guidelines as previously stated in the language policy.
- Faculty teaching 101 and 102 levels of languages will determine during the first week of class if the student is taking the appropriate level of language. If the student is not, s/he will be placed in a more appropriate course.

Additional questions about language placement should be directed to the Chairperson of the Department of Foreign Languages, Tillinghast Hall, Room 332, 508.531.2298.

## Honors Program

The honors program in Spanish provides highly motivated Spanish majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in Spanish. Contact the Department of Foreign Languages for further information concerning eligibility and application.

## Overseas-study Opportunities

The Department of Foreign Languages urges its majors and minors to study abroad and can offer information on available study plans. The Office of Study Abroad and the Office of Student Affairs can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State University.

## Master of Arts in Teaching

This program is inactive.

## ■ GEOGRAPHY

### Faculty

**Chairperson:** Professor Madhusudana Rao

**Graduate Program Coordinator:** Professor Jeffrey Williams

**Professors:** Robert Amey, Sandra Clark, Vernon Domingo, James Hayes-Bohanan, Robert Hellström

**Associate Professor:** Darcy Boellstorff

**Department Telephone Number:** 508.531.1390

**Location:** Science and Mathematics Center, Room 201

**Website:** [www.bridgew.edu/geography](http://www.bridgew.edu/geography)

### Degree Programs

- BA in Geography
- BS in Geography

### Undergraduate Minor

- Geography

Click on Academic Programs for program information and requirements.

The Department of Geography offers two undergraduate degrees in geography, a BA (focused on students who typically double major in education) and a BS, geared toward students who are looking to enter professional careers and/or graduate school. Majors in geography can concentrate their course work under the broad categories of physical geography (water resources, weather and climate, meteorology, hydrology, geomorphology, soils), human geography (regional studies – Canada, South Asia, Southeast Asia, Europe, Latin America, the Middle East, Africa – urban geography and planning, economic geography, political geography), or link human and physical classes in environmental studies (mixing physical and human geography classes with environmental regulation and policy, environmental justice, environmental geography).

The department is also active in the African Studies; Asian Studies; Canadian Studies; Civic Education and Community Leadership; Latin American and Caribbean Studies; Middle East Studies; Urban Affairs; and Women's and Gender Studies minors. For those not majoring in geography, the department offers a minor in geography. Graduate-level course work for teachers working toward a Master of Education is offered by the department.

The Department of Geography works actively with state and regional agencies on socioeconomic and environmental problems. Past faculty research projects include coastal storm impacts, regional economic developments, transportation planning, the impact of PCBs in New Bedford Harbor, the search for water supplies for the next century and horticultural planning in the developing world.

The department has been involved in assisting local organizations through faculty research and student internships. Examples of such involvement are with local banks, planning agencies, retailers, Boston's "Big Dig," the Massachusetts Bay Transit Authority (MBTA), the Massachusetts Forest Fire Bureau, the Natural Resources Trust of Bridgewater, the Ocean Spray Cranberry Cooperative and international organizations.

Additionally, the department has been active in research for the U.S. Department of Transportation (on a national study of bus systems), the Massachusetts Department of Education (on statewide curriculum reform), watershed studies in cooperation with Department of Biological Sciences faculty at the Raytheon Watershed Access Laboratory, local facilities siting for the Old Colony YMCA, the Plymouth-Carver Aquifer region's water conservation study, the role of information technology and green energy initiatives in developing countries, the Natural Resources Conservation Service National Cooperative Soil Survey, climate change in the Southeastern Massachusetts region, and educational initiatives in Cape Verde. The department has offered a series of "the geography of coffee" courses, seminars and study tours that include in-depth work in the growing and marketing of coffee and looks at fair trade and social justice issues. The department is also a key member of a four-school consortium (Bridgewater State University, Central Connecticut State University, the State University of Santa Caterina, and the Federal University of Porto Alegre) working on comparative urban studies in the U.S. and Brazil. This program includes an ongoing student exchange program that brings students from Brazil to the U.S., and sends BSU students to Brazilian universities in alternate semesters.

The geography faculty maintains the Southeastern Massachusetts Global Education Center's Resource Center, a major source of teacher education assistance in Southeastern Massachusetts and beyond, and a significant player in leading efforts to bring geography back into the primary and secondary school curricula. The Global Education Center is also taking geography to the schools through its EarthView educational outreach program. EarthView is a 20-foot inflatable globe that is used to expand geographic knowledge "from the inside" at schools throughout the region for budding geographers – both students and teachers.

The department maintains two advanced geanalysis labs, a large PC-based Geographic Information Systems (GIS) lab with a variety of up-to-date software applications for land use analysis, study of remote sensing data and analysis of digital imagery, and a smaller GIS lab for specialized projects. Other equipment includes a large format scanner and plotter, GPS surveying equipment, a portable visible-near

infrared spectroradiometer and groundwater sampling equipment. These enable the department to encourage undergraduate students to be engaged in research opportunities and become well versed in the field's technology.

The Department of Geography maintains a state-of-the-art automatic weather station for the university. Graphical and tabulated raw data from the weather tower, available at [www.bridgew.edu/weather/](http://www.bridgew.edu/weather/), have been available to the public since 2001 and are updated hourly. Weather data are used in meteorology and climatology courses. In 2010, four additional WiFi weather stations distributed throughout the campus were installed for microclimate studies with real-time access to weather observations through the Internet. In 2011, a research-grade automatic weather station will be installed on the roof of the building to support advanced meteorological research and class projects.

The multidisciplinary wind tunnel lab supplements course work and research in the Departments of Physics, Aviation and Geography at BSU. Collaborations include studies of turbulence and calibration of anemometers in geography and wind turbine and airplane designs in physics and aviation. LabView software controls the wind tunnel and provides real-time data analysis through a computerized interface. Students regularly help maintain and run tests in the wind tunnel. An upgrade to the wind tunnel in 2011 will allow for a greater variety of seasonal experiments in low, medium and high speed test sections, including evapotranspiration during the summer and icing during the winter.

Geography faculty at Bridgewater State University employ sophisticated computer facilities for classroom instruction, including demonstrating and displaying Web-based and self-authored material and models. In a growing number of courses, students may submit assignments online, and in some courses, a majority of class time is spent in "virtual classrooms." To learn more, visit the department website at [www.bridgew.edu/depts/geography](http://www.bridgew.edu/depts/geography).

The department boasts an active Geography Enthusiasts Organization (GEO) that sponsors area field trips, invites geography alumni to talk about life after school, and helps prepare student participants for the Geography Bowl held at the annual regional New England-Saint Lawrence Valley Geographical Society meeting. Students may also qualify for Gamma Theta Upsilon, the international geography honor society. The department also sponsors an annual field trip, HUMPHY, typically a long weekend in the fall, to explore the human and physical environments in the region.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in geography and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Geography and the appropriate education department for further information.

### **Honors Program**

The honors program in geography provides highly motivated geography majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in geography. Contact the Department of Geography for further information concerning eligibility and application.

### **Master of Arts in Teaching Earth Sciences**

This program is inactive.

### **Master of Arts in Teaching General Science**

This program is inactive.

For current information concerning program requirements, consult the "Physics" section of this catalog.

## ■ **GEOLOGICAL SCIENCES**

### **Faculty**

**Chairperson:** Professor Michael Krol

**Professors:** Robert Cicerone, Richard Enright, Peter Saccocia

**Assistant Professor:** Stephen Kaczmarek

**Department Telephone Number:** 508.531.1390

**Location:** Science and Mathematics Center, Room 132

**Website:** [www.bridgew.edu/GeologicalSciences](http://www.bridgew.edu/GeologicalSciences)

### **Degree Programs**

- BA in Earth Sciences
- BS in Earth Sciences
- Concentrations: Environmental Geosciences, Geology
- MAT - Physical Sciences

### **Undergraduate Minors**

- Earth Sciences
- Geophysics

Click on Academic Programs for program information and requirements.

The Department of Geological Sciences offers several undergraduate programs in the earth and environmental sciences. Majors in the BS earth sciences program may elect a concentration in environmental geosciences or geology. The BA or BS earth science programs may also be taken as a double major with education.

The geological sciences faculty have a wide range of expertise within the geosciences and are actively engaged in research. The department includes faculty with extensive background and experience in the realm of fieldwork, laboratory investigations, and theoretical work, including computer modeling. This diversity supports a modern curriculum and provides numerous opportunities for students to extend their education beyond the confines of the traditional classroom.

Departmental faculty collaborate with scientists from other academic institutions to increase the number and variety of research opportunities for students. One member of the faculty is a guest investigator at the Woods Hole Oceanographic Institution. This appointment generates research opportunities for students in marine geochemistry, geology, oceanography, and includes sea-going expeditions. Another faculty member collaborates with the Earth Resources Laboratory in the Department of Earth, Atmospheric and Planetary Sciences at the Massachusetts Institute of Technology. The latter collaboration creates student research opportunities in geophysics, which includes projects focused on earthquake generation. The research program of a third faculty member enables additional undergraduate research opportunities in the fields of petrology, geochemistry, geochronology and tectonics with a focus on the geology of both the central and northern Appalachian and Rocky Mountains. The department also supports research within the realm of sedimentology and paleontology. This includes course-based research projects involving both field investigations and laboratory analysis of sediment transport and deposition, particularly within the coastal environment.

The department has a long history of active engagement within the cutting-edge field of remote sensing and supports these activities with both traditional courses and numerous applied research opportunities. In this regard, the department has been selected as the only one in the state college system in Massachusetts to participate in the National Aeronautics and Space Administration (NASA) sponsored Joint Venture (JOVE) program. This distinction led to collaborations with the Jet Propulsion Laboratory on remote sensing projects in Mexico, Alabama and Southeastern Massachusetts and the Goddard Space Flight Center on bolide impacts. Similar research projects, performed by both faculty and undergraduate students, are ongoing today.

The department is committed to providing undergraduate students the opportunity to perform research with a faculty mentor. Each year, geological sciences students are involved in research and present their work at professional conferences organized by both regional and national geologic organizations. These opportunities help to propel our students into rewarding careers and excellent graduate programs.

Modern equipment supports the department's curriculum, including laboratory courses and undergraduate research projects. This equipment includes: 1) an X-ray Diffractometer; 2) thin sectioning equipment; 3) petrographic polarizing and stereoscopic microscopes; 4) research grade Olympus polarizing microscopes complete with digital cameras and image analysis software; 5) a proton precession magnetometer; 6) a refraction seismometer; 7) an AS-1 earthquake seismometer; 8) a Frantz Isodynamic Separator; 9) a 14-foot coastal research vessel; 10) a portable gamma-ray spectrometer; 11) a portable visible-near infrared spectroradiometer; 12) a Sunsparc 20 UNIX work station; 13) a SunBlade 150 UNIX workstation; 14) GPS surveying equipment; 15) groundwater and stream water sampling/monitoring equipment; 16) electromagnetic induction profiler; 17) X-ray Fluorescence Spectrometer (XRF); and 18) gas chromatograph.

Finally, our close relations with the Department of Chemical Sciences have facilitated access to more specialized instrumentation used to investigate geochemical problems. This includes atomic absorption spectrometer, an ultraviolet-visible spectrophotometer and a gas chromatograph/mass spectrometer.

In addition to course-related laboratory spaces, the department has several specialized laboratories to support research activities. These include a well-equipped remote sensing laboratory, x-ray and geochemistry laboratory, a mineral separation laboratory, petrographic laboratories, and extensive facilities for the preparation of rock samples for numerous analyses.

Geology faculty are using Bridgewater State University's sophisticated computer facilities for classroom instruction, including demonstrating and displaying Web-based and self-authored material and models. In a growing number of courses, students may submit assignments online, and in some courses, a majority of class time is spent in "virtual classrooms." To learn more, visit the department website at <http://www.bridgew.edu/GeologicalSciences/>.

The department boasts an active student-led Geology Society that sponsors local (Harvard Museum of Natural History), regional (New Hampshire's White Mountains), national (Hawaii), and international (Canada, Iceland, Mexico) field trips. The Society also organizes the department speaker series. Students may also qualify for Sigma Gamma Epsilon, the national earth science honor society.

### **Earth Sciences Major**

The major in earth sciences is a solid, broad-based program that provides the student with an understanding and appreciation of the physical aspects of the earth and earth processes. Career opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. Teaching in the elementary, middle and secondary schools is another option. Many of our earth science majors have been awarded full scholarships or assistantships at leading graduate schools. In addition, the faculty have an extensive program of undergraduate research, and many students have presented the results of their undergraduate research at various professional national meetings. The majority of this research has been funded through ATP or department grants, and students are encouraged to contact the faculty if interested. Internships are also available for those students desiring to prepare themselves for employment upon graduation. Interested students are encouraged to contact the earth science/geology faculty – Drs. Cicerone, Enright, Kaczmarek, Krol and Saccocia – for more information about earth science/geology programs.

The most comprehensive of all of the earth science programs within the commonwealth, this concentration provides students with an understanding of the physical and chemical aspects of the earth and its internal as well as surface processes. Career opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. With the selection of appropriate electives, students will be prepared for government service, for environmental work related to the detection and monitoring of pollutants as well as for remediation of affected areas, and for careers in such fields as environmental geology, mining or petroleum geology and hydrology. This concentration gives students a solid background in geology and the cognate sciences required to successfully pursue graduate work at leading universities.

### **Chemistry-Geology Major – Bachelor of Science**

This program is inactive.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in geological sciences and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Geological Sciences and the appropriate education department for further information.

### **Geophysics Minor**

A new geophysics minor has been approved for the 2013-2014 academic year.

### **Minor in Secondary Education (High School, Middle School or PreK-12 Specialist)**

Students may minor in secondary (high school, grades 8-12; middle school, grades 5-8; or PreK-12 specialist) education. Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

### **Honors Program**

The honors program in geological sciences provides highly motivated geology majors with opportunities to enhance their academic program through scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in geological science.

Contact the Department of Geological Sciences for further information.

### **Master of Arts in Teaching Earth Sciences**

This program is inactive.

### **General Science**

This program is inactive.

### **Physical Science**

The Master of Arts in Teaching degree in physical science was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth sciences or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations.

Students should consult the "Graduate Academic Policies" section of the catalog for information regarding graduate program policies and procedures.

For current information concerning program requirements, consult the "Physics" section of this catalog.

## ■ History

### **Faculty**

**Chairperson:** Professor Keith Lewinstein

**Graduate Program Coordinator:** Professor Michael Ierardi

**Professors:** Leonid Heretz, Andrew Holman, Margaret Lowe, Jean Stonehouse, Wing-kai To

**Associate Professors:** Joshua Greenberg, Erin O'Connor, Sarah Wiggins

**Assistant Professors:** Thomas Nester, Brian Payne, Paul Robinson, Ethan Sanders, Jeffrey Webb

**Department Telephone Number:** 508.531.1388

**Location:** Tillinghast Hall, Room 233

**Website:** [www.bridgew.edu/history](http://www.bridgew.edu/history)

### **Degree Programs**

- BA in History  
Concentration: Military History
- MAT - History

### **Undergraduate Minors**

- History



- Public History  
(This program is inactive.)

Click on Academic Programs for program information and requirements.

### **Bachelor of Arts**

The department offers students a solid, liberal arts major as preparation for professional careers, for graduate study in other fields (law and librarianship, for example) and for careers as museum professionals and public historians. It prepares students to teach history at the middle and high school level, and it provides a relevant and valuable liberal arts major to students preparing for careers in elementary, early childhood and special education. It also contributes to the core curriculum program by offering history courses to all students.

The Department of History recommends that its majors select a minor or interdisciplinary program that will complement the major program. History majors electing secondary education are strongly urged to take elective courses in geography, political science, economics and the behavioral sciences in order to meet present employment expectations.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in history and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested sequences are available.

### **Minor in Secondary Education (High School, Middle School, PreK-12 Specialist)**

Students may minor in secondary (either high school, grades 8-12; or middle school, grades 5-8) education. Successful completion of either of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to "Secondary Education and Professional Programs" and "History, BA" for specific teacher licensure and program requirements.

### **Honors Program**

The honors program in history provides highly motivated history majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in history. Contact the Department of History for further information concerning eligibility and application.

## **INTERDISCIPLINARY AND PREPROFESSIONAL PROGRAMS**

### **Degree Program**

- \*Chemistry/Geology, BS

### **Undergraduate Minors**

- Actuarial Science Minor
- African Studies Minor
- American Studies Minor
- Asian Studies Minor
- Canadian Studies Minor
- Civic Education and Community Leadership Minor
- Classical Studies Minor
- Dance Minor
- Film Studies Minor
- GLBT Studies Minor
- Health Resources Management Minor
- Latin American and Caribbean Studies Minor
- Middle East Studies Minor
- \*Public History Minor
- Public Relations Minor
- Russian and East European Studies Minor
- U.S. Ethnic Studies Minor
- Urban Affairs Minor
- Women's and Gender Studies Minor

### **Graduate Certificate Program**

Women's and Gender Studies Graduate Certificate

\*These programs are inactive.

See the Academic Programs section of this catalog for program information and requirements.



## Premedical, Predental, Preveterinary and Other Medically Oriented Professions

The Department of Biological Sciences can advise any university student interested in most of the medically oriented professions including medical, dental, veterinary, physical therapy, osteopathic, chiropractic, podiatry and physician's assistant programs. Pertinent information and guidance as to recommended courses for each area, professional schools' requirements, how to apply and how to prepare for the MCAT, DAT, VCAT and GRE, where applicable, is available at <http://maxguides.bridgew.edu/healthcareers>.

### Prelaw

Advising for students considering entering law school after graduation is provided by Bridgewater State University. Law schools are generally seeking students with strong academic liberal arts backgrounds who have demonstrated a high degree of competence in their ability to write with clarity, reason logically and analyze complex ideas. While law students come from a variety of majors, it is useful to have a balanced curriculum with some preparation in history, English, government and philosophy. Students interested in a legal career should consult with Dr. Mark Kemper of the Department of Political Science or Dr. Aeon Skoble of the Department of Philosophy.

## ■ MANAGEMENT

### Faculty

**Chairperson:** Associate Professor Peter Sietins

**Graduate Program Coordinator:** Professor Marian Extejt

**Professors:** Jon Bryan, Martin Grossman

**Associate Professor:** Stanley Ross

**Assistant Professors:** Christian Delaunay, Kelley Donalds, Kathleen Ferris-Costa, Jakari Griffith, Todd Harris, Deborah Litvin, Xiangrong Liu, Chien Wen Yu

**Department Telephone Number:** 508.531.1374

**Location:** Harrington Hall, Room 110

**Website:** [www.bridgew.edu/management](http://www.bridgew.edu/management)

### Degree Programs

- BS in Management  
Concentrations: General Management, Global Management, Information Systems Management, Marketing, Operations Management
- Master of Business Administration

### Undergraduate Minor

- Management

Click on "Academic Programs" for program information and program requirements.

### Bachelor of Science in Management

The management concentrations educate students for successful careers in business and management. The program provides general education, other liberal arts courses and specific management education for students with career interests in general business, marketing, global management, information systems, human resources and operations management.

With a curriculum embedded in a strong liberal arts framework, students learn how business decisions relate to society – culturally, economically, ethically and socially – while developing the skills and knowledge that will enable them to assume management responsibilities.

Students who enroll in the management program can gain experience through internships and courses that provide practical, on-the-job professional opportunities. These valuable learning experiences, coupled with the university's development as a regional resource for business and industry, offer students significant contact with business and management leaders.

Management majors have the flexibility to choose from among several concentrations. However, regardless of concentration, all management majors must take the management core courses.

### Energy and Environmental Resources Management Concentration

This program is inactive.

### Transportation Concentration

This program is inactive.

### Honors Program

The Department of Management offers a departmental honors program in management. This program provides an opportunity for well-qualified management majors to conduct independent research and scholarly study in management. Contact the Department of Management for further information concerning eligibility and application.

### Master of Business Administration

Bridgewater State University's MBA program is designed for professionals seeking to develop the advanced management and leadership skills to succeed in today's rapidly changing global environment. Our modern curriculum emphasizes business-specific knowledge including strategic thinking, decision making, written and oral communication and ethics.

## ■ MATHEMATICS

### Faculty

**Chairperson:** Associate Professor Rebecca Metcalf

**Graduate Program Coordinator:** Professor Uma Shama

**Professors:** Hang-Ling Chang, Mahmoud El-Hashash, Paul Fairbanks, Walter Gleason, Ward Heilman, I. Philip Scalisi

**Associate Professors:** Heidi Burgiel, Laura Gross

**Assistant Professors:** Jacqueline Anderson, Annela Kelly, Shannon Lockard, Vignon Oussa, Kevin Rion, Polina Sabinin, Matthew Salomone, Irina Seceleanu

**Department Telephone Number:** 508.531.1342

**Location:** Science and Mathematics Center, Room 431

**Website:** [www.bridgew.edu/Math](http://www.bridgew.edu/Math)

### Degree Programs

- BS in Mathematics
- MAT - Mathematics

### Undergraduate Minors

- Actuarial Science\*
- Mathematics

\* Interdisciplinary Minor

Click on Academic Programs for program information and requirements.

### Bachelor of Science in Mathematics

Since mathematics is both a cultural and a technical field of study, the curriculum is planned with the following objective:

- to introduce students to mathematics as an important area of human thought;
- to prepare students for careers in industry;
- to give preparation to students for graduate study in mathematics and related fields;
- to prepare students planning to teach mathematics at the secondary level;
- to serve the needs of students in fields which rely on mathematics, e.g., experimental sciences, social sciences and education.

### Bachelor of Arts in Mathematics

This program is inactive.

### Double Major with Elementary Education or Early Childhood Education

Students may choose a double major in mathematics and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### Minor in Secondary Education (High School, Middle School, or PreK-12 Specialist)

Students may minor in secondary (high school, grades 8-12; middle school, grades 5-8; or PreK-12 specialist) education. Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

### Honors Program

The honors program in mathematics provides highly motivated mathematics majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in mathematics. Contact the Department of Mathematics for further information concerning eligibility and application.

## ■ MOVEMENT ARTS, HEALTH PROMOTION AND LEISURE STUDIES

### Faculty

**Chairperson:** Associate Professor Deborah Sheehy

**Graduate Program Coordinators:**

Associate Professor Suanne Maurer-Starks (Athletic Training)

Associate Professor Karen Richardson (Health Promotion/Physical Education)

**Professors:** Edward Braun, Lydia Burak, Robert Haslam, Joseph Huber, Kathleen Laquale, Amos Nwosu, Ellyn Robinson, Pamela Russell

**Associate Professors:** James Leone, Maura Rosenthal

**Assistant Professors:** Daniel Chase, Robert Colandreo, Mark Mattesi, Misti Neutzling, Kimberly Wise, Tong-Ching Wu

**Department Telephone Number:** 508.531.1215

**Location:** Tinsley Center, Room 232A

**Website:** [www.bridgew.edu/mahpls](http://www.bridgew.edu/mahpls)

## Degree Programs

- BA in Physical Education (awarded for completion of major core without a concentration)
- BS in Physical Education (awarded for completion of major core and selected concentration)  
Concentrations: Coaching, Exercise Science/Health Fitness, Motor Development Therapy/Adapted Physical Education, Recreation, Recreation and Fitness Club Administration, Teacher Licensure in Physical Education PreK-8 and 5-12
- BS in Athletic Training
- BS in Health Studies  
Concentrations: Community Health, School Health
- MEd in Health Promotion
- MS in Athletic Training
- MS in Physical Education  
Concentrations: Adapted Physical Education and Sport, Applied Kinesiology, Human Performance and Health Fitness, Strength and Conditioning, Individualized Program

## Postbaccalaureate Teacher Licensure Programs

- Physical Education
- Health (Health, Family and Consumer Sciences)

## Undergraduate Minors

- Coaching
- Dance\*
- Exercise Physiology
- Health Promotion
- Health Resources Management\*
- Nutrition
- Recreation

\*Interdisciplinary Minor

Click on Academic Programs for program information and requirements.

The Department of Movement Arts, Health Promotion, and Leisure Studies offers both undergraduate and graduate programs in the areas of athletic training, health studies and physical education. At the undergraduate level the department offers a major in physical education, which leads to a Bachelor of Science or Bachelor of Arts degree; a major in athletic training, which leads to a Bachelor of Science degree; and a major in health studies, with concentrations in community health and school health, which leads to a Bachelor of Science degree. In addition, minors in coaching, exercise physiology, health studies, health resources management, nutrition and recreation are also offered. A minor in dance is offered jointly by the Department of Movement Arts, Health Promotion and Leisure Studies and the Department of Theater and Dance, and a minor in health resources management is offered jointly by the Department of Movement Arts, Health Promotion and Leisure Studies and the Department of Management.

Graduate study offered by the department includes a program in the area of health promotion, which leads to a Master of Education in Health Promotion; a program in the area of athletic training, which leads to a Master of Science in Athletic Training; and a program in the area of physical education, which leads to a Master of Science degree in physical education. Postbaccalaureate programs for initial teacher licensure in physical education and health education are available and are described under the department's graduate programs.

## Departmental Mission

The department promotes the acquisition of and application of knowledge for diverse populations in human movement (sport, fitness/exercise, dance), teaching physical education, health studies, recreation, coaching and athletic training. The department prepares athletic trainers; educators in health, physical education and adapted physical education; coaches; and fitness and recreation leaders who can provide qualified leadership in their respective fields and enhance quality of life by encouraging commitment to healthy lifestyle choices.

## Departmental Objectives

- Provide a quality physical education program, supported by a foundation in the liberal arts, with seven concentrations providing advanced professional preparation.
- Provide quality physical education activity courses to assist students in developing lifetime activity patterns and to assist in professional preparation.
- Provide a quality health studies major program, including two concentrations, with courses that will prepare students to promote, maintain and improve individual and community health.

- Provide a quality athletic training major with courses that will prepare students to make successful contributions to the athletic training profession.
- Support an atmosphere of health and well being for all students.

### **Career Opportunities**

Many career opportunities exist in the areas of Movement Arts, Health Promotion and Leisure Studies. These opportunities are tied to the majors-athletic training, health studies and physical education – and the concentrations within those majors where students are provided with the specific information and skills needed to apply knowledge in professional capacities.

Career opportunities for MAHPLS graduates abound in athletic settings, schools and hospitals, nonprofit organizations, and public or private community agencies and organizations.

The athletic training major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The teacher preparation programs in health and physical education are accredited by the National Council for the Accreditation of Teacher Education (NCATE).

### **Bachelor of Arts/Bachelor of Science**

The Department of Movement Arts, Health Promotion and Leisure Studies offers the physical education major an opportunity to seek a Bachelor of Arts or Bachelor of Science degree. In addition, a comprehensive health education major, leading toward a Bachelor of Science, may be selected. A Bachelor of Science in Athletic Training is also available.

### **Bachelor of Science — Physical Education**

All students majoring in physical education and seeking a Bachelor of Science degree must complete a minimum of 120 credits required for graduation and must complete a designated area of study identified as a concentration. The department offers seven concentrations. Two of the concentrations lead to initial teacher licensure in physical education, one at the PreK-8 level and one at the 5-12 level. The other concentrations have been developed to prepare graduates to pursue career opportunities in community-based organizations such as business, industry, agencies and hospitals. These programs, which include field experiences in various settings in the community, have expanded the role of the professional in the fields of physical education and health promotion beyond the teaching environment in schools, thus preparing the graduate for new career opportunities.

### **Honors Program**

The honors program in movement arts, health promotion and leisure studies provides highly motivated Movement Arts, Health Promotion and Leisure Studies majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in movement arts, health promotion or leisure studies. Contact the Department of Movement Arts, Health Promotion and Leisure Studies for further information concerning eligibility and application.

### **Postbaccalaureate Programs**

The Department of Movement Arts, Health Promotion and Leisure Studies offers several programs designed to meet the needs of graduate students including: postbaccalaureate programs that allow students to apply for initial licensure as a Teacher of Physical Education (PreK-8 or 5-12) or Teacher of Health Education (PreK-12) and programs leading to the degrees of Master of Education in Health Promotion and Master of Science in Physical Education.

## **■ MUSIC**

### **Faculty**

**Chairperson:** Professor Salil Sachdev

**Graduate Program Coordinator:** Assistant Professor Sarah McQuarrie-Sherwin

**Professors:** Jean Kreiling, Carol Nicholeris, Steven Young

**Associate Professor:** Deborah Nemko

**Assistant Professor:** Donald Running

**Department Telephone Number:** 508.531.1377

**Location:** Maxwell Library, Room 313A

**Website:** [www.bridgew.edu/music](http://www.bridgew.edu/music)

### **Degree Programs**

- BA in Music  
Concentration: Music Education
- MAT – Music

### **Undergraduate Minor**

- Music

Click on Academic Programs for program information and requirements.

### **Bachelor of Arts**

The Department of Music offers a major within the framework of a Bachelor of Arts degree. The overarching goal of the program is to provide a solid foundation in music history, theory and performance within a liberal arts context, and by so doing prepares students who wish to pursue a variety of interests, including further study in music and Massachusetts Teacher Licensure.

In addition, the Department of Music offers a minor for those students pursuing a BA or BS degree, as well as courses that satisfy the university-wide core curriculum requirements. Private instruction is given in piano, guitar, voice and orchestral and band instruments. A performance study fee is charged for these lessons. Performing organizations are also available for both singers and instrumentalists. A student wishing to major or minor in music should consult with the department chairperson as early as possible. Certain courses may be waived pending consultation with the Department of Music chairperson and/or completion of proficiency tests.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in music and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### **Minor in Education (All Levels)**

Students minoring in education must refer to the "Department of Secondary Education and Professional Programs" for specific requirements, and consult with the Department of Music for additional information.

### **Honors Program**

The honors program in music provides highly motivated music majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in music. Contact the Department of Music for further information concerning eligibility and application.

### **Postbaccalaureate Program: Initial Licensure - Teacher of Music**

In conjunction with the College of Education and Allied Studies and the College of Graduate Studies, the Department of Music offers a postbaccalaureate program that qualifies a music graduate to obtain Massachusetts initial licensure as a teacher of music at the PreK-12 grade level (vocal, instrumental, general).

For additional current information concerning this program, contact the Department of Music.

## ■ PHILOSOPHY

### **Faculty**

**Chairperson:** Professor Aeon Skoble

**Professor:** Catherine Womack

**Associate Professors:** William Devlin, Laura McAlinden

**Assistant Professors:** Matthew Dasti, Gal Kober, James Pearson

**Department Telephone Number:** 508.531.1379

**Location:** Tillinghast Hall, Room 340

**Website:** [www.bridgew.edu/philosophy](http://www.bridgew.edu/philosophy)

### **Degree Program**

- BA in Philosophy  
Concentration: Applied Ethics

### **Undergraduate Minor**

- Philosophy

Click on Academic Programs for program information and requirements.

The Department of Philosophy offers a major leading to the Bachelor of Arts degree. A minor in philosophy is also available. The program in philosophy provides a solid foundation for entry into careers such as law, journalism, college teaching, management, and medical ethics, as well as preparation for graduate work in philosophy and related disciplines.

The study of philosophy involves the development of a broad range of analytical, interpretive, evaluative and critical abilities as they are applied to a variety of theoretical and practical human concerns. Courses in the problems, history and methods of philosophy as a mode of critical thinking deal with questions about the priority of values; the status of knowledge, truth and consciousness; the nature of art, religion, science and politics.

The department offers numerous opportunities for students to excel, provides models of intellectual excellence, and fosters an atmosphere of mutual respect and open-mindedness. Faculty advisers work closely with students who wish to plan a course of study within the philosophy program. Academically talented students should contact the department chairperson for details about its honors program. Extracurricular activities include the Philosophy Club, which gives students from all majors a chance to discuss philosophical topics in an open and constructive manner. The club also sponsors the *Bridgewater Journal of Philosophy*, which publishes student research and essays.

### **Double Majors**

Philosophy is an excellent double major in that it enriches the questions and theoretical orientation of any other discipline. Interested students, particularly those majoring in education, should contact the chairperson in order to discuss an individual program.

### **Philosophy Departmental Honors Program**

The Philosophy Departmental Honors Program encourages students to excel in philosophy, to provide models and guidance for pursuing excellence, and to honor those students who demonstrate excellence. To be accepted into the departmental honors program, a student must be a philosophy major and fulfill the following criteria at the time of application to the philosophy honors program<sup>1</sup>.

- A 3.3 GPA for all philosophy courses to be used toward a Bridgewater State University degree with a minimum of three philosophy courses completed<sup>2</sup>
- A 3.3 GPA for all completed course work to be used for a Bridgewater State University degree
- At least 60 credits completed toward an undergraduate degree

For additional information concerning the departmental honors program in philosophy, please contact the department chairperson.

The Department of Philosophy has a chapter of Phi Sigma Tau, the international honors society for philosophy. Membership is open, regardless of major, to sophomores and higher with a 3.0 average in two or more philosophy classes and a 3.2 cumulative GPA. Members receive a certificate and are eligible to wear a sash indicating membership as part of their graduation regalia.

<sup>1</sup>Upon admission to the departmental honors program, a student's philosophy major adviser will assume responsibility for advising the student in respect to the honors program.

<sup>2</sup>Students entering the Honors Program at or near the minimum GPA for admission should be aware that achieving higher grades in future philosophy courses will be necessary in order to eventually reach the 3.5 GPA in philosophy required for completing the Honors Program.

### **Graduate Programs**

The department does not currently offer a graduate program. However, philosophy courses at the 400 level, with the exception of PHIL 405, PHIL 450, PHIL 485 and PHIL 499, may be taken for graduate credit with the consent of the Department of Philosophy.

## **■ PHYSICS**

### **Faculty**

**Chairperson:** Professor Thomas Kling

**Graduate Program Coordinator:** Professor Edward Deveney

**Professors:** Martina Arndt, Jeffrey Williams

**Department Telephone Number:** 508.531.1386

**Location:** Science and Mathematics Center, Room 201

**Website:** [www.bridgew.edu/physics](http://www.bridgew.edu/physics)

### **Degree Programs**

- BA in Physics  
Concentration: General Physics
- BS in Physics  
Concentration: Professional Physics
- MAT - Physical Science
- MAT - Physics

### **Undergraduate Minors**

- Physics

Click on Academic Programs for program information and requirements.

The Department of Physics strives to provide students with the necessary skills and knowledge to pursue successful careers in research, teaching or further study in graduate programs. Programs in physics culminating in the degrees of Bachelor of Arts, Bachelor of Science and Master of Arts in Teaching are offered.

### **Bachelor of Arts/Bachelor of Science**

The Department of Physics offers programs leading to the bachelor's degree in physics. A major in physics provides students with the necessary skills and knowledge to pursue successful careers in research, teaching, graduate and professional programs, industry, engineering and many other fields. Each student can plan a physics program with the help of a faculty adviser to meet specific future needs. The department also offers students opportunities in on-campus research and internships.

Students who are contemplating majoring in this department should be aware of the sequential nature of the course offerings. It is of prime importance that students consult with the chairperson of the department as soon as possible so that they can complete degree requirements in four years.

### **Physics Major**



The Department of Physics offers two physics concentrations: a **professional physics concentration** and a **general physics concentration**. Both concentrations have a core set of eight physics courses along with cognate courses in mathematics and chemistry.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in physics and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Physics and the appropriate education department for further information.

### **Minor in Secondary Education (High School, Middle School or PreK-12 Specialist)**

Students may minor in secondary (high school, grades 8-12; middle school, grades 5-8; or PreK-12 specialist) education. Successful completion of this minor, the program requirements of either a BA or BS in physics and PHYS 107 - Exploring the Universe will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure requirements.

### **Honors Program**

The honors program in physics provides highly motivated physics majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in physics. Contact the Department of Physics for further information concerning eligibility and application.

### **Master of Arts in Teaching General Science**

This program is inactive.

### **Master of Arts in Teaching Physical Science**

The Master of Arts in Teaching degree in physics was developed for high school and middle school subject area teachers who have an initial license in and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Elementary and Secondary Education licensure regulations.

Students should consult the Graduate Academic Policies section of the catalog for information regarding graduate program policies and procedures.

## ■ **POLITICAL SCIENCE**

### **Faculty**

**Chairperson:** Professor George Serra

**Graduate Program Coordinator:** Associate Professor Deniz Leuenberger

**Professors:** Wendy Haynes, Shaheen Mozaffar

**Associate Professors:** Brian Frederick, Mark Kemper

**Assistant Professors:** Jordon Barkalow, Kevin Donnelly, Erica Frantz, Sandra Geissler Popiden

**Department Telephone Number:** 508.531.1387

**Location:** Summer Street House, Room 100

**Website:** [www.bridgew.edu/polisci](http://www.bridgew.edu/polisci)

### **Degree Programs**

- BA in Political Science  
Concentrations: American Politics, International Affairs, Legal Studies, Public Administration
- Master of Public Administration (MPA)  
Concentrations: Civic and Nonprofit Leadership and Administration, Sustainable Community Development

### **Undergraduate Minors**

- Civic Education and Community Leadership\*
- Political Science

\* Interdisciplinary minor

Click on Academic Programs for program information and requirements.

### **Bachelor of Arts**

The department offers a Bachelor of Arts in Political Science including five programs of study in political science: a political science major (no concentration), a political science major (American politics concentration), a political science major (international affairs concentration), a political science major (legal studies concentration) and a political science major (public administration concentration).

The political science major (no concentration) offers students an understanding of governmental structures and political processes in their own country and in other parts of the world. This program provides a foundation for graduate work in political science, public administration and international affairs, for the study of law, and for professional careers in teaching and in the public and private sectors.

The political science major (international affairs concentration) offers students an understanding of the structures and processes that govern political and economic relations among global actors. This program provides a foundation for graduate work in international politics, international business and economics, international law and organization, and for a professional career in these fields.

The political science major (legal studies concentration) offers students a background for professional careers in the field of law. This program provides a foundation for law school and for paralegal studies.

The political science major (American politics concentration) offers students a broad understanding of American politics. The concentration is designed to provide strong undergraduate scientific education in preparation for entry into advanced degree programs and professional careers in public service, private institutions and political organizations in the United States.

The political science major (public administration concentration) prepares students for a career focus in the public and nonprofit sectors at the federal, state, and local levels. The concentration is designed for those students who wish to pursue a Master of Public Administration degree and/or a career in this field.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in political science and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### **Internship Program**

An internship program in political science is available to all students, majors and nonmajors, who meet the program criteria. A wide range of assignments are available with federal, state and local governments and nonprofit organizations. Assignment to the internship program is based on application to and subsequent selection by the internship supervisor. Application procedures follow university policy (see section on "Internships" in the "Undergraduate Academic Experience" section of this catalog ). To be eligible for an internship, a political science major or minor must have completed POLI 172 - Introduction to American Government and a 300-level political science course and must receive the consent of the internship supervisor. Non-political science majors and minors must have the approval of their major adviser and the political science internship supervisor and must have taken one political science course. Interns must have achieved at least a junior standing. Credits shall be limited to three unless more are approved by the Department of Political Science. However, only three credits may apply to the major or minor. It is recommended that those students with an interest in the program confer with the internship supervisor as soon as possible in the semester before their proposed internship.

### **Honors Program**

The honors program in political science provides highly motivated political science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in political science. Contact the Department of Political Science for further information concerning eligibility and application.

### **Pi Sigma Alpha**

The Department of Political Science has a chapter (the Pi Upsilon Chapter) of Pi Sigma Alpha, the national political science honor society. Each year, the political science faculty selects and invites political science majors who are juniors and seniors and who have demonstrated outstanding academic accomplishments to join. Each initiate receives an inscribed certificate of membership.

### **Master of Public Administration**

The Department of Political Science offers the Master of Public Administration (MPA) degree. The MPA program provides professional education to prepare persons for leadership roles in public administration and public affairs at the federal, state and local levels with flexible career opportunities in both the public and nonprofit sectors.

The MPA is accredited by the National Association of Schools of Public Affairs and Administration.

#### **Concentrations**

There are two areas in which MPA candidates may concentrate: elective courses are available in each of the areas. As an alternative to earning a degree within a concentration area, students may pursue a generalist MPA track. For students seeking to earn a degree in a concentration, a minimum of two elective courses must be taken in the substantive area. Each concentration also carries two additional required courses. The substantive concentration areas are as follows:

- Civic and Nonprofit Leadership and Administration
- Sustainable Community Development

An additional three hours must be taken in three one-credit professional development modules.

#### **Distinctive Features of the Program**

- Professional Development Modules

The program requires that students register for a minimum of three one-credit modules, offered each semester on topics of special relevance to public service. Normally these modules are taught on Saturdays during the semester.

- Internships

A six-credit internship experience (depending upon professional experience) at the local, state or federal level is required for all preprofessional students and will be available as an elective for those professionals who wish to enhance their background.

## **■ PSYCHOLOGY**

### **Faculty**

**Chairperson:** Professor Sandra Neargarder

**Graduate Program Coordinator:** Professor John Calicchia

**Professors:** Elizabeth Englander, Margaret Johnson, Orlando Olivares, Susan Todd

**Associate Professors:** Jonathan Holmes, Jeffrey Nicholas, Elizabeth Spievak

**Assistant Professors:** Janessa Carvalho, Tina Jameson, Michelle Mamberg, Brendan Morse, Laura Ramsey, Amanda Shyne, Melissa Singer, Caroline Stanley

**Department Telephone Number:** 508.531.1385

**Location:** Hart Hall, Room 315

**Website:** [www.bridgew.edu/psychology](http://www.bridgew.edu/psychology)

### Degree Programs

- BS in Psychology
- MA - Psychology

### Undergraduate Minor

- Psychology

Click on Academic Programs for program information and requirements.

### Bachelor of Science

The objectives of the Department of Psychology are to 1) provide all students with an understanding of psychology and what psychologists do; 2) give students (where applicable) a background in psychology that will help them do their jobs better; 3) give our terminal majors sufficient training to enhance their opportunities for vocational placement in psychology-related occupations; 4) give our majors who intend to become professional psychologists sufficient preparation to permit them to be competitive in achieving admission to and success in graduate school.

Note: The Bachelor of Arts in Psychology is inactive.

### Double Major with Elementary Education, Early Childhood Education and Special Education

Students may choose a double major in psychology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### Honors Program

The honors program in psychology provides highly motivated psychology majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in psychology. Contact the Department of Psychology for further information concerning eligibility and application.

## ■ SCHOOL OF SOCIAL WORK

### Faculty

**Chairperson:** Associate Professor Arnaa Alcon

**Graduate Program Coordinator:** Professor Mark Brenner

**Professors:** Beverly Lovett, Anna Martin-Jerald

**Associate Professors:** Reshawna Chapple, Emily Douglas, Karen Fein, David O'Malley

**Assistant Professors:** Kathleen Bailey, Barbara Bond, Laura Boutwell, Jonghyun Lee, Hadidja Nyiransekuye, Jing Tan, Judith Willison

**Department Telephone Number:** 508.531.2773

**Location:** Burrill Office Complex

**Website:** [www.bridgew.edu/socialwork](http://www.bridgew.edu/socialwork)

### Degree Programs

- BS in Social Work
- MSW Social Work

### Undergraduate Minor

- Social Welfare

Click on Academic Programs for program information and requirements.

### Bachelor of Science

The School of Social Work offers an undergraduate program leading to the Bachelor of Science degree. A minor in social welfare is also available. The curriculum is designed to prepare students for beginning generalist professional practice in social work and other human service fields. Students learn social work methods, theories, values and ethics for practice with various populations and, especially, with the region's diverse and vulnerable populations. The program builds on a liberal arts perspective, providing students with a foundation for critical thinking, effective communication and ethical behavior that will be of daily importance to them in professional practice.

Career opportunities are vast and varied and include positions in child protective services, juvenile justice and mental health; domestic abuse, family court and probation; residential settings in chronic care and elder services. Social work majors also complete the program well prepared for graduate study and may be eligible for consideration for advanced standing at some graduate schools of social work. The university's programs within the School of Social Work, both the BS and MSW degrees, are accredited by the Council on Social Work Education, allowing graduates to apply for social work licensure in Massachusetts at the licensed social worker (LSW) level after completing their bachelor's degree and at the LCSW level after completing their MSW degree.

The program integrates theory with field experience through three required courses held in conjunction with a variety of community social service agencies. SCWK 250 - Introduction to Social Welfare acquaints students with the field as they participate in 30 hours of community service in a social service agency. In SCWK 338 - Introduction to Social Work Practice, students spend a minimum of 90 hours during one semester at an agency learning how it functions and about the professional roles of social workers. This course lays the foundation for the senior year field experience course (SCWK 498). The field experience meets from September through May and entails a minimum of 410 hours under the supervision of a professional social worker at the Master of Social Work level. Each of these courses is described in detail in the "Course Descriptions" section of this catalog.

### **Bachelor of Arts in Social Work**

This program is inactive.

### **Honors Program**

The honors program in social work provides highly motivated social work majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in social work. Contact the School of Social Work for further information concerning eligibility and application.

### **Master in Social Work**

#### **Mission**

The mission of the MSW program at Bridgewater State University is to prepare advanced practitioners who will enhance the lives of individuals, families and communities of southeastern Massachusetts, address regional needs, and promote social justice. The program prepares culturally sensitive advanced professionals who are grounded in strengths-based, biopsychosocial practice models. Emphasis is placed upon systems across multiple levels in order to identify what can be done to affect change and strengthen relationships among individuals, families and communities to promote optimal functioning. The program educates professionals who, knowledgeable in social work's history, purposes and philosophy, integrate the values of the profession into an ethical approach to all professional activities at an advanced level of knowledge and skill.

## ■ **SECONDARY EDUCATION AND PROFESSIONAL PROGRAMS**

### **Faculty**

**Chairperson:** Associate Professor Theodore Mattocks

#### **Graduate Program Coordinators:**

Professor John-Michael Bodi (Master's Core Courses)

Associate Professor Thomas Brady (Accelerated Postbaccalaureate and Postbaccalaureate Programs)

Professor Anne Hird (Instructional Technology)

Associate Professor Theodore Mattocks (Educational Leadership)

**Professor:** Thanh Nguyen

**Associate Professors:** Bennie Agbarha, Phyllis Gimbel, Stephen Nelson, Lynne Yeamans

**Assistant Professor:** Sarah Thomas

**Department Telephone Number:** 508.531.1320

**Location:** Tinsley Center, Room 214

**Website:** [www.bridgew.edu/seconded](http://www.bridgew.edu/seconded)

### **Degree Programs**

- MAT - (High School/Middle School) (Professional Licensure)  
Areas: biology, creative arts, English, history, mathematics, music, physical science, physics
- MEd in Educational Leadership (Principal/Assistant Principal, School Business Administrator, Supervisor/Director) (Initial Licensure)
- MEd in Educational Leadership (Non-licensure)
- MEd in Instructional Technology (Non-licensure)

### **Postbaccalaureate Licensure Programs**

- Secondary Education (High School/Middle School, PreK-12 Specialist)  
Areas: biology, chemistry, dance, earth sciences, English, history, mathematics, music, physics, Spanish, theater, visual art
- Educational Leadership (Principal/Assistant Principal, School Business Administrator, Supervisor/Director) (Initial Licensure)

- Instructional Technology (All Levels)

### **Postmaster's Licensure Program**

- Educational Leadership (Principal/Assistant Principal, School Business Administrator, Special Education Administrator, Superintendent/Assistant Superintendent, Supervisor/Director) (Initial Licensure)

### **Certificate of Advanced Graduate Study Programs (CAGS)**

- Educational Leadership (Principal/Assistant Principal, School Business Administrator, Special Education Administrator, Superintendent/Assistant Superintendent, Supervisor/Director) (Initial Licensure)
- Educational Leadership (Non-licensure)

### **Undergraduate Minors**

- Secondary Education – High School (Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
- Secondary Education – Middle School (Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
- Secondary Education – Middle-High School (Areas: Spanish, visual art)
- Secondary Education – PreK-Middle School (Area: visual art)
- Secondary Education – PreK-High School (Areas: dance, health/family and consumer science, music, theater)

Click on Academic Programs for program information and requirements.

All courses are structured to address the transition toward the contemporary concerns of human development, diversity, equity and ethics. The learner is regarded as one who has an active role in constructing his/her knowledge base, values and attitudes. The varied cultural backgrounds of students and teachers are seen as a positive context in which one can listen, consider and learn. The department sees its role as interactive with other education departments and with the university's colleges addressing joint missions and fostering the development of curriculum, methodologies and perspectives that enhance the individual and society.

All students who intend to become licensed educators must apply for admission and be accepted into professional education through the College of Education and Allied Studies. All students seeking licensure must consult the section of this catalog entitled "College of Education and Allied Studies" for information pertaining to the state regulations for the licensure of educational personnel and important institutional deadlines.

Students in any program offered in the Department of Secondary Education and Professional Programs who have identified needs in written or spoken use of the English language will be referred to the BSU Writing Studio for assistance. Such referrals to the Writing Studio may be repeated until student proficiency in the use of the English language is at a level deemed acceptable for students in SEPP programs.

Students are advised to check the secondary education and preprofessional programs website periodically at [www.bridgew.edu/seconded/](http://www.bridgew.edu/seconded/).

### **Instructional Media Minor**

This program is inactive.

### **Graduate Programs**

The Department of Secondary Education and Professional Programs offers several programs designed to meet the needs of graduate students.

An Accelerated Postbaccalaureate licensure program (APB) leading to initial licensure in designated high school (8-12), middle school (5-8), and PreK-12 special subject areas is offered.

A Master of Arts in Teaching (MAT) degree program, in conjunction with several of the arts and sciences departments of the college, designed for secondary school teachers who have an initial license and are seeking a professional license is offered.

In addition, the department offers the degree of Master of Education (MEd) in educational leadership and instructional technology.

A Certificate of Advanced Graduate Study (CAGS) in education with a focus on educational leadership is offered.

#### **Master of Arts in Teaching (Professional Licensure)**

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Applicants not holding a bachelor's degree in the content area being pursued for the MAT are subject to a transcript review to determine whether additional content course work will be required as program prerequisites.

MATs are available in the following areas:

Biology  
Creative Arts  
English  
History  
Mathematics  
Music

Physical Science

Physics

Students should consult the "Graduate Academic Policies" and the "Academic Programs" section of this catalog for information regarding graduate program procedures and program requirements.

### **Educational Leadership Graduate Program**

LEAD: Leading Educators through Administrative Development

The LEAD program is an accelerated initial licensure program designed to accommodate people of varied backgrounds, prior experience and abilities who are interested in becoming school administrators. The program incorporates a team approach to prior learning assessment and administration preparation, a flexible continuum of learning experiences and an induction and mentoring program to support and retain administrators.

### **Library Media Graduate Program**

This program is inactive.

### **Postmaster's Licensure in Instructional Technology**

This program is inactive.

## ■ **SOCIOLOGY**

### **Faculty**

**Chairperson:** Professor Patricia Fanning

**Professors:** Walter Carroll, Fang Deng, Kim Mac Innis

**Associate Professor:** Jodi Cohen

**Assistant Professors:** Norma Anderson, Kimberly Fox, Colby King, Eduardo Perez

**Department Telephone Number:** 508.531.1355

**Location:** Hart Hall 215

**Website:** [www.bridgew.edu/sociology](http://www.bridgew.edu/sociology)

### **Degree Program**

- BA in Sociology  
Concentrations: City, Community and Region; Education; Global Studies and Social Justice

### **Undergraduate Minor**

- Sociology

Click on Academic Programs for program information and requirements.

The Department of Sociology offers a major program in sociology and a minor in sociology. Sociology majors may concentrate in City, Community and Region; Education; or Global Studies and Social Justice. Students may also combine a major in sociology with an education major.

The department provides a strong liberal arts curriculum aimed at developing well-rounded, informed citizens with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of professions. Career options include positions in the criminal justice system, education, research, industry, state and federal agencies, and non-profit organizations. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships.

### **Sociology**

The Bachelor of Arts degree in sociology is the scientific study of human social relationships. It allows individuals to understand the connections between their own experiences and the society in which they live. In carrying on social life, human beings interact with each other and construct patterns of relationships, groups, classes, institutions and societies. Individuals shape those patterns and those patterns, in turn, shape individuals and their lives. In fact, the central insight of sociology is that social relationships and social interactions shape human behavior, attitudes and resources.

Sociology courses provide students with an understanding of how these social relationships arise, why they persist, what effects they have, and how they maintain social order or contribute to social change. Students learn the theories and research methods used in sociology. Students have opportunities to engage in collaborative research with faculty members or to participate in internships. These opportunities enable students to deepen and apply what they have learned in classes and enhances their opportunities in the labor market or in graduate school.

### **Bachelor of Science in Sociology**

This program is inactive.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**



Students may choose a double major in sociology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### **Honors Program**

The honors program in sociology provides highly motivated sociology majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree. Contact the Department of Sociology for further information concerning eligibility and application.

### **Overseas Study Opportunities**

The Department of Sociology urges its majors and minors to study abroad, both via Bridgewater State University sponsored study tours and as exchange students at universities. The Office of Study Abroad can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State University.

## ■ **SPECIAL EDUCATION AND COMMUNICATION DISORDERS**

### **Faculty**

**Chairperson:** Professor David Almeida

**Communication Disorders Program Coordinator:** Professor Sandra Ciocci

**Graduate Program Coordinator:** Assistant Professor J. Edward Carter

**Professors:** Jeri Katz, Robert MacMillan

**Associate Professors:** Delayne Connor, Mary Connor, Kenneth Dobush

**Assistant Professors:** Ahmed Abdelal, Suzanne Miller

**Department Telephone Number:** 508.531.1226

**Location:** Hart Hall, Room 218

**Website:** [www.bridgew.edu/speced](http://www.bridgew.edu/speced)

### **Degree Programs**

- BSE in Special Education  
Concentration: Communication Disorders
- BSE in Special Education  
Concentration: Teacher of Students with Moderate Disabilities PreK-8 or 5-12
- BSE in Special Education  
Concentration: Teacher of Students with Severe Disabilities - All Levels
- BSE in Elementary Education/MEd in Special Education (Teacher of Students with Moderate Disabilities PreK-8) Dual License program
- MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities, PreK-8) for Elementary and Early Childhood Teachers
- MEd in Special Education (Initial Licensure, Teacher of Students with Severe Disabilities - All Levels)
- MEd in Special Education (Non-Licensure)
- MEd in Special Education (Partial Fulfillment of Professional Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- MEd in Special Education (Partial Fulfillment of Professional Licensure, Teacher of Students with Severe Disabilities - All Levels)

### **Postbaccalaureate Licensure Programs**

- Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)  
This program is inactive.
- Special Education (Initial Licensure, Teacher of Students with Severe Disabilities - All Levels)  
This program is inactive.

### **Undergraduate Minors**

- Communication Disorders
- Inclusive Practices in Special Education and Communication Disorders
- Professional Practices in Special Education and Communication Disorders

Click on Academic Programs for program information and requirements.

### **Bachelor of Science in Education**

#### **Special Education**

The Department of Special Education and Communication Disorders offers undergraduate programs designed for students interested in obtaining Massachusetts initial licensure as a Teacher of Students with Disabilities and a program in preprofessional studies in communication disorders.

### **Majors in Special Education**

The programs have been designed in accordance with Massachusetts Department of Elementary and Secondary Education standards and include license reciprocity with signatory states under the Interstate Certification Compact. Programs meet standards of the Council for Exceptional Children (CEC). The College of Education and Allied Studies is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

### **Departmental Honors Program in Special Education**

The Department of Special Education and Communication Disorders offers a departmental honors program in special education. This program provides an opportunity for well-qualified special education majors to conduct independent research and scholarly study in special education. Contact the Department of Special Education and Communication Disorders for further information concerning eligibility and application.

### **Communication Disorders**

The department offers a preprofessional program in communication disorders for students interested in preparation for graduate study in speech-language pathology and/or audiology.

Specific information is available from the Department of Special Education and Communication Disorders. Contact Dr. Sandra Ciocci at 508.531.2628 or [sciocci@bridgew.edu](mailto:sciocci@bridgew.edu).

### **Graduate Programs**

#### **Special Education**

At the graduate level the Department of Special Education and Communication Disorders offers several programs designed to meet the needs of graduate students. Contact Dr. Edward Carter at 508. 531.2507 or [edward.carter@bridgew.edu](mailto:edward.carter@bridgew.edu) for specific information. An additional resource is located on Moodle at [www.bridgew.edu](http://www.bridgew.edu). Username and password: special programs.

For information regarding graduate program application procedures and admission standards, students should consult the "Graduate Academic Policies" section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled "College of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits (six) that can be applied to their degree. Therefore, candidates are urged to complete the application for graduate admission as soon as possible. For details regarding transfer credit consult the "Admission-Graduate" section of this catalog.

#### **Communication Disorders Concentration**

The graduate-level concentration in communication disorders is presently inactive. For further information, contact the communication disorders program coordinator.

#### **Concentration in Bilingual Special Education**

The concentration in bilingual special education is presently inactive. For further information, contact the special education program coordinator.

## **■ THEATER AND DANCE**

### **Faculty**

**Chairperson:** Professor Nancy Moses

**Professors:** Arthur Dirks, James Quinn, Suzanne Ramczyk

**Associate Professor:** Jody Weber

**Assistant Professors:** Colleen Rua, Jennifer Sarver

**Department Telephone Number:** 508.531.2193

**Location:** Rondileau Campus Center, Room 018

**Website:** [www.bridgew.edu/theaterdance](http://www.bridgew.edu/theaterdance)

### **Degree Program**

- BA in Communication Studies
- Concentrations: Dance Education, Theater Arts, Theater Education

### **Undergraduate Minors**

- Dance\*
- Theater Arts

\*Interdisciplinary minor

Click on Academic Programs for program information and requirements.

The Department of Theater and Dance is committed to educating students in two significant art forms. Upon completing a program in theater or dance, students are prepared to engage in theater and dance throughout their lives, to pursue advanced study in the art forms or to begin a career in theater or dance.

The theater program emphasizes a comprehensive theater program within the liberal arts context. Students pursue a systematic course of study in performance, production, management, history, literature and criticism, which are enhanced by opportunities to participate in either performance or production in the department's theater season.

The theater education program combines the content of the theater program with additional learning to support Standard I requirements for licensure to teach theater in public schools in Massachusetts.

The dance program offers a wide variety of dance technique training and a solid theoretical foundation for performance and choreography. In addition, the program offers an emphasis on dance pedagogy in either the private or public sector. The program fulfills Standard I requirements for licensure for dance in the public schools in Massachusetts.

### **Bachelor of Arts**

Students majoring in this department may choose one of three concentrations: dance education, theater arts or theater education. Also see the catalog section "Interdisciplinary and Preprofessional Programs" and consult the department for information on the interdisciplinary dance minor.

### **Dance Education and Theater Education Concentrations**

These concentrations are liberal arts programs within the major of communication arts and sciences dealing with the subject areas of dance and theater arts. They are designed to meet the subject matter knowledge requirements for Massachusetts licensure in the fields of dance and theater.

Those students in the program who choose to seek initial Massachusetts licensure at either the undergraduate or postbaccalaureate levels must also complete an additional 24 credits in education and gain admittance to the professional education program. Upon successful completion, the student will be licensed to teach theater or dance in Massachusetts public schools grades PreK-12.

### **Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in communication studies with a concentration in theater arts, dance or theater education and another in elementary education, early childhood education or special education. Please contact the Department of Theater and Dance and the appropriate education department for further information.

### **Honors Program**

The honors program in theater arts provides highly motivated communication studies and theater arts majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in theater and dance. Interested students should contact the Department of Theater and Dance for further information concerning eligibility and application.

### **Activities and Productions**

The program of theater and dance presents six mainstage productions annually in the 1400-seat Rondileau Campus Center auditorium. The productions usually include two plays, a musical, an experimental work, and two dance concerts. Any interested student is invited to audition for productions.

Several student clubs are actively engaged in cocurricular activities supportive of the academic programs in the department.

The Ensemble Theater sponsors and produces student-directed studio productions, workshops, and social and educational activities. It is open to all students interested in theater.

The BSU Dance Company is open to all and produces a student concert every year called Dance Pops. It also sponsors master classes and social and educational activities dealing with dance.

The Student Chapter of the National Dance Education Organization at BSU introduces dance students to a professional organization that supports dance education in all its forms.

Students may also receive academic credit in the department for active participation in dance or theater – see course descriptions for more information on the following courses:

DANC 140 - Dance Technical Practicum

DANC 155 - Dance Practicum

DANC 359 - Dance Ensemble Practicum

THEA 140 - Theater Performance Practicum

THEA 170 - Technical Theater Practicum

THEA 172 - Theater Costume Practicum

THEA 185 - Theater Management Practicum

Note: A maximum of six credits in the above courses may be applied toward graduation.

### **Master of Arts in Teaching Speech Communication and Theater**

This program is inactive.

## UNDERGRADUATE ACADEMIC PROGRAMS

Thirty-one undergraduate majors are currently offered. For more detailed information, see requirements listed in the appropriate department of this catalog.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4 pm or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

### BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Bachelor of Arts and Bachelor of Science degree programs prepare students for fields of endeavor related to the following areas of study and for graduate school. Some of the degree programs prepare students for secondary, middle school or PreK-12 specialist teaching if secondary education is selected as a minor.

- Accounting and Finance
- Anthropology
- Art
- Athletic Training
- Aviation Science
- Biology
- Chemistry
- Communication Studies
- Computer Science
- Criminal Justice
- Earth Sciences
- Economics
- English
- Geography
- Health Studies
- History
- Management
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Social Work
- Sociology
- Spanish

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student's major field as determined by the major department.

In cases where students with double or dual majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding the degree to be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but no later than the end of the sophomore year, in order to be certain that course selection will allow graduation with the desired degree.

### BACHELOR OF SCIENCE IN EDUCATION

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the College of Education and Allied Studies regarding proposed regulations changes that may have an impact on their licensure program.

All undergraduate and graduate students seeking licensure must consult the section of this catalog titled "College of Education and Allied Studies" for important licensure information including institutional deadlines.

The Bachelor of Science in Education is offered in the following areas

- Early Childhood Education
- Elementary Education
- Special Education

In cases where students with double or dual majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding the degree to be awarded.

## MAJOR

Students must meet all requirements of the major as specified under the departmental listings. A minimum of 30 credits and a maximum of 36 credits within the major may be required by a department. The 30 to 36 credits reflect all courses taken in the major department, including those that are listed under the distribution of Core Curriculum Requirements. At least one half of the required courses in the major field (excluding cognate requirements) must be successfully completed at this university. A minimum 2.0 GPA in the major is required for graduation. The major GPA includes all courses completed in the major field (excluding cognate requirements). The minor GPA includes all courses required for completion of the minor, regardless of the department in which the courses are offered. Students should select a major by the end of the sophomore year.

## DOUBLE MAJOR

In order to graduate with a double major, students must meet all requirements of both majors. Completion of the double major will be reflected on the finalized transcript.

Students who wish to be elementary, early childhood or special education teachers are required to select a major in elementary, early childhood or special education and a major in the liberal arts or sciences.

## CONCENTRATION

A concentration is a unified set of courses usually composed of core requirements and of those additional course requirements particular to the chosen area of concentration. The total number of core and particular requirements must be at least 24 but not more than 36 credit hours. Cognate courses (required courses outside the major department) are not counted as part of the 36 hours. Only students selecting the major field of study may complete a concentration within that major. The concentration is noted on the transcript. Concentrations are available in:

### **Accounting and Finance**

Accounting  
Finance

### **Anthropology**

Cultural Anthropology  
General Anthropology  
Public Archaeology

### **Art**

Art Education  
Art History  
Crafts  
Fine Arts  
Graphic Design  
New Media  
Photography

### **Aviation Science**

Aviation Management  
Flight Training

### **Biology**

Secondary Education

### **Chemistry**

Biochemistry  
Environmental Chemistry  
Professional Chemistry

### **Communication Studies**

Communication and Culture  
Dance Education  
Film, Video and Media Studies  
Strategic Communication  
Theater Arts  
Theater Education

### **Criminal Justice**

Victimology

### **Early Childhood Education**

Early Education and Care, PreK-K

**Earth Sciences**

Environmental Geosciences

Geology

**English**

English Education (High School, Middle School)

Writing and Writing Studies

**Health Studies**

Community Health

School Health

**History**

Military History

**Management**

General Management

Global Management

Information Systems Management

Marketing

Operations Management

**Music**

Music Education

**Philosophy**

Applied Ethics

**Physical Education**

Coaching

Exercise Science/Health Fitness

Motor Development Therapy/Adapted Physical Education

Recreation

Recreation and Fitness Club Administration

Teacher Licensure in Physical Education (PreK-8)

Teacher Licensure in Physical Education (5-12)

**Physics**

General Physics

Professional Physics

**Political Science**

American Politics

International Affairs

Legal Studies

Public Administration

**Sociology**

City, Community and Region

Education

Global Studies and Social Justice

**Spanish**

Secondary Education Concentration

**Special Education**

Communication Disorders

Teachers of Students with Moderate Disabilities (PreK-8 or 5-12)

Teachers of Students with Severe Disabilities (All Levels)

## MINOR

A minor is a unified set of courses chosen outside of the major field of study requiring not less than 18 nor more than 21 hours. The minor is recorded on the student's transcript. Minors may include courses from only one department or may be interdisciplinary. Students may use courses that satisfy Core Curriculum Requirements or departmental requirements to fulfill interdisciplinary minor requirements unless otherwise prohibited. At least one half of the courses required for the minor must be successfully completed through Bridgewater State University. Students must achieve a minimum 2.0 cumulative average in declared minors. The minor GPA includes all courses required for completion of the minor regardless of the department in which the courses are offered. Specific requirements for a minor are found under the departmental descriptions.

Minors are offered in:



Accounting and Finance  
Actuarial Science  
African Studies  
American Studies  
Anthropology  
Art History  
Asian Studies  
Aviation Science  
Biochemistry  
Biology  
Biotechnology  
Canadian Studies  
Chemistry  
Civic Education and Community Leadership  
Classical Studies  
Coaching  
Communication Disorders  
Communication Studies  
Computer Science  
Criminal Justice  
Dance  
Earth Sciences  
Economics  
English  
Environmental Biology  
Exercise Physiology  
Film Studies  
Geography  
Geophysics  
GLBT Studies  
Graphic Design  
Health Promotion  
Health Resources Management  
History  
Inclusive Practices in Special Education and Communication Disorders  
Latin American and Caribbean Studies  
Management  
Mathematics  
Middle East Studies  
Music  
Nutrition  
Philosophy  
Physics  
Political Science  
Portuguese  
Professional Practices in Special Education and Communication Disorders  
Psychology  
Public History  
Public Relations  
Recreation  
Russian and East European Studies  
Secondary Education (High School, Middle School, PreK-12 Specialist)\*  
Social Welfare  
Sociology  
Spanish  
Studio Art  
Theater Arts  
U.S. Ethnic Studies

Urban Affairs

Women's and Gender Studies

\* Students who wish to become middle school, secondary teachers or PreK-12 specialists elect a minor in secondary education and a major from one of the major fields offered. This minor requires more than 21 hours in order to satisfy Massachusetts licensure standards. All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the College of Education and Allied Studies regarding proposed regulations changes which may have an impact on their licensure program.

All undergraduate and graduate students seeking licensure must consult the section of this catalog titled "College of Education and Allied Studies" for important information including institutional deadlines.

## **CORE CURRICULUM REQUIREMENTS**

[Click here to view the Core Curriculum Requirements.](#)

## **DIRECTED STUDY**

The university permits students to pursue their interests through directed study. Such an undertaking involves independent thinking, hard work and creativity along with the guidance and help of a faculty member. The end result should be a paper or project accepted by the faculty member working with the student. Directed Study, which is limited to three credits with a maximum of six credits for graduation purposes and is primarily for upperclassmen, is available for the pursuit of independent work. Application forms for directed study are available from the student's major department and should be submitted to the department chairperson for his/her recommendation and then forwarded to the appropriate college dean for approval.

## **INTERNSHIP, PRACTICUM AND FIELD EXPERIENCE**

A number of departments within the university offer students the opportunity to enroll in an internship, practicum or field experience for academic credit. Such experiences provide students, usually in their third or fourth year, the chance to undertake a supervised practical experience in their field of study. Normally, field experience opportunities are available only during the fall and spring semesters. Students interested in such a field experience have the option of consulting with their faculty adviser for details on programs available through the department or developing their own program proposals, subject to the approval of the department. If the field experience desired is proposed by the student, it is the student's responsibility to locate a faculty member who will provide the necessary supervision.

### **Application and Selection**

Application forms for a field experience are available from the student's department. The completed form must be filed with the chairperson of the department in which the field experience is to be undertaken no later than the end of the first quarter of the semester prior to the semester in which the field experience is to be undertaken.

The department will screen all applications in order to select students best suited for the positions available. The chairperson will forward the application forms to the dean of the appropriate college for approval. The completed form must be received by the Registrar's Office prior to the end of the drop/add period to enroll the student.

Applicants to internships must have completed at least 54 credits with a minimum 2.5 cumulative GPA. Departments may set higher standards.

### **Supervision and Grading**

Supervision, evaluation and grading of a field experience are the responsibilities of faculty members in the department offering the program. A student may be removed from the program if, in the judgment of the faculty supervisor, it is in the best interests of the student, agency and/or university. Grades are based on written evaluations from both the faculty supervisor and the agency supervisor.

From 3 to 15 credits in field experience may be earned and applied toward graduation requirements. The number of credits that may apply toward the major will be determined by each department. A minimum of 45 clock hours in the field is required for each credit hour granted.

### **Compensation**

Normally, students may not be compensated except for minimal amounts to cover such expenses as travel.

## **HONORS PROGRAM - CULTIVATING ENGAGED CITIZEN SCHOLARS**

The Honors Program at Bridgewater State University offers incentives and resources to support students by helping them achieve their highest potential as scholars and campus leaders. Honors students are able to enroll in small classes that cultivate close student-faculty relationships. Honors courses foster the vigorous and thorough exchange of ideas and develop the investigative, analytical and creative skills necessary for scholarly research. Additionally, Honors students have the opportunity to build community, promote social justice, and encourage academic excellence through the development of Honors programming and events. Honors students serve as campus leaders, mentor students new to the Honors Program, and serve as role models to all students.

The program does not require students to complete additional course work beyond the 120 credit hours necessary for graduation; instead, students earn honors credits, as described below, by taking honors sections of regular courses and/or honors during their freshman and

sophomore years, by completing honors work in certain 300- and 400-level courses during their junior and senior years, and by researching and writing an honors thesis in their senior year. For all honors work completed with a grade of B (3.0) or higher, students receive honors credit on their transcripts, and those who complete the program receive an honors degree – a goal worth serious effort both for the intrinsic satisfaction it brings and the advantage it provides at a time of strong competition for graduate and career opportunities.

### **Commonwealth Honors**

Students can participate in the Honors Program in two ways: by undertaking all of the requirements listed below for *Commonwealth Honors* or by undertaking the requirements listed only under "Junior and Senior Years" for *Departmental Honors*. Commonwealth Honors runs throughout a student's undergraduate career, whereas Departmental Honors takes place only in the student's last two years. Commonwealth Honors includes the requirements for Departmental Honors; a student might undertake only Departmental Honors if he or she transferred to Bridgewater State University or developed an interest in pursuing honors work during the first semester of their freshman year.

## **Freshman and Sophomore Years (for Commonwealth Honors)**

Students seeking Commonwealth Honors must accumulate a total of 12 credits of honors level work at the 100-200 level preferably, but not necessarily, during their first two years. Honors credit at this level can be earned in a variety of ways. Students may elect to take four three-credit honors courses or a mix of three-credit *honors courses* and one-credit *honors colloquia* totaling 12 credits. Both honors courses and colloquia are listed on *InfoBear* prior to registration. In addition, participation in the Fall Book Club allows students to waive one credit of their Commonwealth Honors requirements.

**Honors courses:** Honors courses are specially-designed sections of regular 100-200 level courses. Most fulfill core curriculum credit and thereby impose no additional requirements for graduation. Honors Courses have small class sizes (capped at 15) to allow for greater student-faculty interaction and more innovative pedagogy. Compared to regular sections, Honors courses place more emphasis on student participation and discussion, the development of oral and written communication skills, and are more focused on developing research skills.

**Honors colloquia:** Honors colloquia carry one academic credit, meet once a week for 50 minutes, and culminate in a paper or scientific project that provides the major part of the grade. Minimum enrollment in each colloquium is two and the maximum is 12. Although most colloquia stand on their own, some are attached to regularly offered courses that form part of the student's normal program. Colloquia do not carry core curriculum credit, but offer intense study in a wide range of topics not usually found at this level.

Whether in honors classes or colloquia, students are expected to maintain a cumulative Grade Point Average (GPA) of 3.3. Students whose GPA falls between 3.3 and 2.7 may remain in the program for an additional semester, however, if they do not achieve a 3.3 GPA the following semester they are removed from the program. Students whose GPA falls below 2.7 are removed from the program at that time. In either case, whenever the GPA returns to 3.3, students may reenter the program. Although the honors director and assistant director have discretion to retain students in the program who do not meet these requirements by the time of graduation, students must have attained a cumulative GPA of 3.3 to graduate with Commonwealth Honors.

### **Junior and Senior Years**

Students who have completed the 12 credits of honors work described above and who have attained a cumulative GPA of at least 3.3 (GPA requirements may be higher in some academic departments) are eligible to continue by entering a Departmental Honors program or, if the student's major does not offer Departmental Honors, by undertaking, through the Honors Program, an individually designed interdisciplinary honors program (both of which require an application, either to the departmental honors chairperson or the honors program).

The following departments offer departmental honors:

- Accounting and Finance
- Anthropology
- Art
- Aviation Science
- Biology
- Chemistry
- Communication Studies
- Computer Science
- Criminal Justice
- Elementary and Early Childhood Education
- English
- Foreign Languages
- Geological Sciences
- History
- Management
- Mathematics
- Movement Arts, Health Promotion and Leisure Studies
- Music

Philosophy  
Physics  
Political Science  
Psychology  
Social Work  
Sociology  
Special Education and Communication Disorders  
Theater and Dance

Honors work at this level emphasizes independent study and research in the major, or combination of majors if interdisciplinary. Students are required to take nine credits of honors work at the 300-400 level and can do so by combining *Honors Contracts* (or, in some departments, honors courses or colloquia) and the *Honors Thesis*. With an Honors Contract, the student and instructor devise an advanced project within the course that emphasizes independent research on a particular subject. The student then completes a special advanced project, under the instructor's direction, in conjunction with the course. Honors courses or colloquia are advanced 300- and 400-level courses that typically replace honors contracts and are designed to prepare students for upper-level research within their field. Students should check with their departments for more information about specific requirements.

As a senior, the student researches and writes an honors thesis (earning three credits for "XXXX 485 Honors Thesis") under the direction of a faculty member on a one-on-one basis; this can be done for either one or two semesters. (We encourage two semesters, but students should discuss this with their Departmental Honors Committee and thesis adviser. Note that some departments require a two-semester thesis). Whether the thesis qualifies the student to graduate with honors will be determined by the departmental honors committee or, where appropriate, by the student's interdisciplinary honors committee. For many students, the honors thesis is the intellectual high point of the undergraduate experience – fascinating and exciting in its own right, and valuable as a preparation for graduate school or professional employment.

Credit requirements for Commonwealth Honors may be summarized as follows:

- At least 12 honors credits at the 100- or 200-level in three-credit honors classes and one-credit honors colloquia
- Nine credit hours in honors course work at the 300- or 400-level obtained by undertaking the requirements specified by the academic department, which may include honors contracts or honors courses or colloquia, and either one or two semesters of an honors thesis. Forms for honors contracts and the honors thesis can be downloaded from the Honors Program website, <http://www.bridgew.edu/HonorsProgram/> or they may be picked up from the Honors Center. They should be filled out, signed and returned to the Honors Center during the first two weeks of the semester.
- A public presentation of the thesis work at a campus forum, such as an event sponsored by the student's department or the Undergraduate Research Symposium held each April.

Students who complete the program will have the phrase "with Commonwealth Honors" entered on their transcripts.

### **Departmental Honors Only**

Students wishing to undertake only upper-division honors work can apply to their major department to do departmental honors around the end of the sophomore or beginning of the junior year, and should complete those requirements listed under "Junior and Senior Years." For specific requirements and expectations, please consult your departmental honors committee or request information at the Honors Center.

### **Scholarships**

Bridgewater State University offers a variety of academic scholarships ranging from presidential and Tsongas scholarships, administered by the Office of Admission, to the more specialized scholarships described on the Student Affairs website, <http://www.bridgew.edu/StudentAffairs/>. Of particular interest to students in the Honors Program is the Adrian Tinsley Program for Undergraduate Research, which offers generous financial support for students' research. Full details are available at [www.bridgew.edu/atp](http://www.bridgew.edu/atp).

### **Honors Center**

Students in the program have access throughout the year to the Honors Center in the Academic Achievement Center on the ground floor of Maxwell Library. Designed as a study area and meeting place for students in the honors program, the center has large work tables, comfortable chairs, computers, a laser printer and a refrigerator. Students will also find copies of past honors theses written by BSU honors students, and announcements of national and regional undergraduate research conferences in which honors students are encouraged to participate. The center is open from 9 AM to 5 PM, Monday through Friday during the academic year.

### **Honors Events**

Twice a year the program hosts a dinner for students and faculty featuring an informal talk by a faculty recipient of the Honors Outstanding Faculty Award. The honors program also hosts other events such as the Fall Book Club and the Thesis Workshop.

### **Honor Societies**

Several departments invite academically talented students to join nationally recognized honor societies. For information on the following, contact the department chairperson.

Alpha Mu Alpha (Marketing)  
Eta Sigma Gamma, Delta Pi Chapter (Health)  
Gamma Theta Upsilon (Geography)

Kappa Delta Pi (Education)  
Lambda Pi Eta (Communication Studies)  
Omicron Delta Epsilon (Economics)  
Phi Alpha, Beta Chi Chapter (Social Work)  
Phi Alpha Theta (History)  
Phi Sigma Tau (Philosophy)  
Pi Kappa Delta (Forensics)  
Pi Mu Epsilon (Mathematics)  
Pi Sigma Alpha, Pi Upsilon Chapter (Political Science)  
Psi Chi (Psychology)  
Sigma Beta Delta (Business)  
Sigma Gamma Epsilon, Zeta Iota Chapter (Earth Science)

## **INTERDISCIPLINARY PROGRAMS**

The university offers a number of interdisciplinary programs, providing majors, minors and preprofessional programs. See the section on "Interdisciplinary and Preprofessional Programs."

## GRADUATE ACADEMIC PROGRAMS

- Master of Arts (MA)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master of Education (MEd)
- Master of Public Administration (MPA)
- Master of Science (MS)
- Master of Science in Accountancy (MSA)
- Master of Social Work (MSW)
- Certificate of Advanced Graduate Study (CAGS)
- Postbaccalaureate Licensure Programs
- Postmaster's Licensure Programs
- Educator Licensure
- Graduate Certificate Programs

For complete information about graduate degrees and concentrations, and postbaccalaureate programs, visit [www.bridgew.edu/cogs/](http://www.bridgew.edu/cogs/).

### MASTER OF ARTS (MA)

Programs leading to the degree of Master of Arts are offered in the following areas

- English, MA
- Psychology, MA

### MASTER OF ARTS IN TEACHING (MAT)

Programs leading to the degree of Master of Arts in Teaching are offered in the following areas

- Biology, MAT
- Creative Arts, MAT
- English, MAT
- History, MAT
- Mathematics, MAT
- Music, MAT
- Physical Science, MAT
- Physics, MAT
- Teaching English to Speakers of Other Languages (Initial Licensure), MAT
- Teaching English to Speakers of Other Languages (Non-Licensure), MAT

### MASTER OF BUSINESS ADMINISTRATION (MBA)

- Business Administration, MBA

### MASTER OF EDUCATION (MEd)

Programs leading to the degree of Master of Education are offered in the following areas

- Counseling, Mental Health Counseling Concentration, MEd
- Counseling, Mental Health Counseling–Dual License Concentration, MEd
- Counseling, School Counseling (PreK-8, 5-12) Concentration, MEd
- Counseling, Student Affairs Counseling Concentration, MEd
- Early Childhood Education (Non-Licensure), MEd
- Early Childhood Education (Professional Licensure), MEd
- Educational Leadership, Principal/Assistant Principal (Initial Licensure), MEd
- Educational Leadership, School Business Administrator (Initial Licensure), MEd
- Educational Leadership, Supervisor/Director (Initial Licensure), MEd
- Educational Leadership (Non-Licensure), MEd
- Elementary Education (Initial Licensure), MEd
- Elementary Education (Non-Licensure), MEd
- Elementary Education (Professional Licensure), MEd
- Health Promotion, MEd
- Instructional Technology (Non-Licensure), MEd
- PreK-12 Education (For Educators in Non-U.S. Settings), MEd
- Reading, MEd



- Special Education (Non-licensure), MEd
- Special Education, Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) (Partial Fulfillment of Professional Licensure), MEd
- Special Education, Teacher of Students with Moderate Disabilities (PreK-8 or 5-12), (Initial Licensure), MEd
- Special Education, Teacher of Students with Moderate Disabilities (PreK-8) (Initial Licensure) for Elementary and Early Childhood Teachers, MEd
- Special Education, Teacher of Students with Severe Disabilities (All Levels) (Initial Licensure), MEd
- Special Education, Teacher of Students with Severe Disabilities (All Levels) (Partial Fulfillment of Professional Licensure), MEd

## **MASTER OF PUBLIC ADMINISTRATION (MPA)**

The Master of Public Administration degree offers concentrations in the following areas

- Public Administration, Civic and Nonprofit Leadership and Administration Concentration, MPA
- Public Administration, MPA
- Public Administration, Sustainable Community Development Concentration, MPA

## **MASTER OF SCIENCE (MS)**

Programs leading to the degree of Master of Science are offered in the following areas

- Athletic Training, MS
- Computer Science, MS
- Criminal Justice, Administration of Justice Concentration, MS
- Criminal Justice, Crime and Corrections Concentration, MS
- Criminal Justice, MS
- Physical Education, Adapted Physical Education and Sport Concentration, MS
- Physical Education, Applied Kinesiology Concentration, MS
- Physical Education, Human Performance and Health Fitness Concentration, MS
- Physical Education, Individualized Concentration, MS
- Physical Education, Strength and Conditioning Concentration, MS

## **MASTER OF SCIENCE IN ACCOUNTANCY (MSA)**

- Accountancy, MSA

## **MASTER OF SOCIAL WORK (MSW)**

- Social Work, MSW

## **CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)**

A program leading to the CAGS in Education is offered in the following areas

- Counseling, Mental Health Counseling, CAGS
- Educational Leadership, Principal/Assistant Principal (Initial Licensure), CAGS
- Educational Leadership, School Business Administrator (Initial Licensure), CAGS
- Educational Leadership, Special Education Administrator (Initial Licensure), CAGS
- Educational Leadership, Superintendent/Assistant Superintendent (Initial Licensure), CAGS
- Educational Leadership, Supervisor/Director (Initial Licensure), CAGS
- Educational Leadership (Initial Licensure), CAGS \*
- Educational Leadership (Non-Licensure), CAGS
- Reading, CAGS

\*This program is currently inactive.

## **POSTBACCALAUREATE LICENSURE PROGRAMS**

Postbaccalaureate licensure programs leading to initial licensure are offered in the following areas

- Early Childhood, Teacher of Students With and Without Disabilities (PreK-2) (Initial Licensure), Postbaccalaureate Licensure
- Educational Leadership, Principal/Assistant Principal (Initial Licensure), Postbaccalaureate Licensure
- Educational Leadership, School Business Administrator (Initial Licensure), Postbaccalaureate Licensure

- Educational Leadership, Supervisor/Director (Initial Licensure), Postbaccalaureate Licensure
  - Educational Leadership (Initial Licensure), Postbaccalaureate Licensure \*
  - Elementary Education (Initial Licensure), Postbaccalaureate Licensure
  - Health - Health/Family and Consumer Sciences (PreK-12) (Initial Licensure), Postbaccalaureate Licensure
  - Instructional Technology (All Levels) (Initial Licensure), Postbaccalaureate Licensure
  - Physical Education (PreK-8, 5-12) (Initial Licensure), Postbaccalaureate Licensure
  - Secondary Education, Postbaccalaureate Licensure (APB)
  - Special Education, Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) (Initial Licensure), Postbaccalaureate Licensure \*
  - Special Education, Teacher of Students with Severe Disabilities (All Levels) (Initial Licensure), Postbaccalaureate Licensure \*
- \*These programs are currently inactive.

## POSTMASTER'S Licensure Programs

Postmaster's licensure programs are offered in the following areas

- Counseling, School Counseling (PreK-8, 5-12), Postmaster's Licensure
- Educational Leadership, Principal/Assistant Principal (Initial Licensure), Postmaster's Licensure
- Educational Leadership, School Business Administrator (Initial Licensure), Postmaster's Licensure
- Educational Leadership, Special Education Administrator (Initial Licensure), Postmaster's Licensure
- Educational Leadership, Superintendent/Assistant Superintendent (Initial Licensure), Postmaster's Licensure
- Educational Leadership, Supervisor/Director (Initial Licensure), Postmaster's Licensure
- Educational Leadership (Initial Licensure), Postmaster's Licensure \*

\*This program is currently inactive.

## EDUCATOR LICENSURE

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the College of Education and Allied Studies offices regarding proposed regulation changes that may have an impact on their licensure program. Programs designed to lead to the licensure of educators are available to qualified persons who have earned a bachelor's degree and who are interested in one of the licenses listed.

To be eligible, individuals must be officially admitted by the College of Graduate Studies and the College of Education and Allied Studies to an appropriate postbaccalaureate or postmaster's licensure program or to an appropriate Master of Arts in Teaching or Master of Education program. All of the programs listed have been approved by the Massachusetts Department of Elementary and Secondary Education.

Specific information regarding programs is provided in this catalog under the "College of Education and Allied Studies" and individual departmental descriptions. For additional details regarding licensure program procedures and requirements, students should contact the appropriate program coordinator.

## EDUCATOR LICENSURE PROGRAMS

Administrator of Special Education (all levels)  
 Early Childhood Teacher of Students with or without Disabilities (PreK-2)  
 Elementary (1- 6)  
 Instructional Technology (all levels)  
 Reading Specialist (all levels)  
 School Social Worker/School Adjustment Counselor (all levels)  
 School Business Administrator (all levels)  
 School Counselor (PreK-8)  
 School Counselor (5-12)  
 School Principal/Assistant Principal (PreK-6)  
 School Principal/Assistant Principal (5-8)  
 School Principal/Assistant Principal (9-12)  
 Special Education Administrator  
 Superintendent/Assistant Superintendent (all levels)  
 Supervisor/Director (all levels)  
 Teacher of Biology (5-8)  
 Teacher of Biology (8-12)  
 Teacher of Chemistry (5-8)

Teacher of Chemistry (8-12)  
 Teacher of Dance (all levels)  
 Teacher of Earth Science (5-8)  
 Teacher of Earth Science (8-12)  
 Teacher of English (5-8)  
 Teacher of English (8-12)  
 Teacher of Health, Family and Consumer Sciences (all levels)  
 Teacher of History (5-8)  
 Teacher of History (8-12)  
 Teacher of Mathematics (5-8)  
 Teacher of Mathematics (8-12)  
 Teacher of Music (all levels)  
 Teacher of Physical Education (PreK-8)  
 Teacher of Physical Education (5-12)  
 Teacher of Physics (5-8)  
 Teacher of Physics (8-12)  
 Teacher of Spanish (5-8)  
 Teacher of Spanish (8-12)  
 Teacher of Students with Moderate Disabilities (PreK-8)  
 Teacher of Students with Moderate Disabilities (5-12)  
 Teacher of Students with Severe Disabilities (all levels)  
 Teacher of Theater (all levels)  
 Teacher of Visual Art (PreK-8)  
 Teacher of Visual Art (5-12)  
 Teaching English to Speakers of Other Languages

Note: All graduate students seeking licensure and enrolling in upper-level courses in the College of Education and Allied Studies must be officially accepted by the College of Graduate Studies and the College of Education and Allied Studies.

## GRADUATE CERTIFICATE PROGRAMS

Graduate certificate programs are available for students who are interested in obtaining certain basic skills and competencies in a particular area of study. Admission to graduate certificate programs is limited to students who have an earned baccalaureate degree. Courses completed in graduate certificate programs may be applied to degree programs as long as they satisfy certain transfer guidelines. Graduate certificate programs are offered in the following areas

Accounting

Finance

Instructional Technology

Teaching English to Speakers of Other Languages

Women's and Gender Studies (see the "Interdisciplinary and Preprofessional Programs" section of this catalog for additional information)

For application materials and information on graduate certificate programs, contact the Office of Graduate Admission at 508.531.1300.

# INTERDISCIPLINARY AND PRE-PROFESSIONAL PROGRAMS

## Degree Program

- \*Chemistry/Geology, BS

## Undergraduate Minors

- Actuarial Science Minor
- African Studies Minor
- American Studies Minor
- Asian Studies Minor
- Canadian Studies Minor
- Civic Education and Community Leadership Minor
- Classical Studies Minor
- Dance Minor
- Film Studies Minor
- GLBT Studies Minor
- Health Resources Management Minor
- Latin American and Caribbean Studies Minor
- Middle East Studies Minor
- \*Public History Minor
- Public Relations Minor
- Russian and East European Studies Minor
- U.S. Ethnic Studies Minor
- Urban Affairs Minor
- Women's and Gender Studies Minor

## Graduate Certificate Program

- Women's and Gender Studies Graduate Certificate

\*These programs are inactive.

See the Academic Programs section of this catalog for program information and requirements.

## Premedical, Predental, Preveterinary and Other Medically Oriented Professions

The Department of Biological Sciences can advise any university student interested in most of the medically oriented professions including medical, dental, veterinary, physical therapy, osteopathic, chiropractic, podiatry and physician's assistant programs. Pertinent information and guidance as to recommended courses for each area, professional schools' requirements, how to apply and how to prepare for the MCAT, DAT, VCAT and GRE, where applicable, is available at <http://maxguides.bridgew.edu/healthcareers>.

## Prelaw

Advising for students considering entering law school after graduation is provided by Bridgewater State University. Law schools are generally seeking students with strong academic liberal arts backgrounds who have demonstrated a high degree of competence in their ability to write with clarity, reason logically and analyze complex ideas. While law students come from a variety of majors, it is useful to have a balanced curriculum with some preparation in history, English, government and philosophy. Students interested in a legal career should consult with Dr. Mark Kemper of the Department of Political Science or Dr. Aeon Skoble of the Department of Philosophy.

# ACADEMIC PROGRAMS

## ■ ACCOUNTING AND FINANCE

### Accounting and Finance, Accounting Concentration, BS

#### Department: Accounting and Finance

The accounting concentration prepares students for a variety of positions leading to management level careers in corporate and public accounting, auditing and taxation. This concentration also assists in preparing students for the Certified Public Accountant (CPA) exam or the Certified Management Accounting (CMA) exam.

Note: The Massachusetts Board of Accountancy is changing the educational requirements to sit for the Uniform CPA examination in Massachusetts. Accordingly, this may result in changes within our accounting curriculum.

#### Grade Requirement

No more than two grades lower than "C-" in a required Accounting and Finance course (ACFI prefix) will be applied toward fulfillment of the requirements for the accounting and finance major. This policy applies to students accepted for matriculation as freshmen or as transfer students enrolled for the fall 2002 semester or thereafter. Students who receive more than two "D's" or "F's" in courses may continue as accounting and finance majors but must retake a sufficient number of the required courses in which the "D's" or "F's" were earned and earn a grade of "C-" or higher, so that no more than a total of two "ACFI" prefix required courses, with grades below "C-" will be counted towards fulfillment of the requirements in the accounting and finance major.

#### Requirements

- ACFI 100 - Fundamentals of Financial Reporting
- ACFI 200 - Financial Accounting
- ACFI 305 - Business Law I
- ACFI 340 - Intermediate Accounting I
- ACFI 341 - Intermediate Accounting II
- ACFI 350 - Managerial Accounting
- ACFI 385 - Managerial Finance
- ACFI 406 - Legal and Regulatory Processes
- ACFI 430 - Cost Accounting
- ACFI 466 - Federal Taxation
- ACFI 470 - Financial Information Systems and Control
- ACFI 492 - Advanced Financial Reporting
- COMP 105 - Computers and Their Applications: An Introduction
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 210 - Statistics for Economics and Business
- MATH 144 - Applied Calculus for Business
- MGMT 130 - Principles of Management
- MGMT 200 - Marketing Principles
- MGMT 426 - Service Operations Management
- MGMT 490 - Strategic Management (CWRM)

Total minimum credits: 63

#### Note(s)

It is recommended that CPA exam candidates who plan to satisfy the 150-hour requirement by earning undergraduate credits only, complete the following elective courses in addition to the requirements of the undergraduate accounting concentration

ACFI 445 - Auditing

ACFI 460 - Advanced Accounting I

If these courses are taken for undergraduate credit, they cannot be later transferred into a graduate program.

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Accounting and Finance, Finance Concentration, BS

#### Department: Accounting and Finance

The finance concentration prepares students for positions in banking, investments, financial planning, cash management and international finance in both public and private institutions. This concentration also assists in preparing students for professional certifications such as the Certified Financial Planner (CFP) or Chartered Financial Analyst (CFA).

#### **Grade Requirement**

No more than two grades lower than "C-" in a required Accounting and Finance course (ACFI prefix) will be applied toward fulfillment of the requirements for the accounting and finance major. This policy applies to students accepted for matriculation as freshmen or as transfer students enrolled for the fall 2002 semester or thereafter. Students who receive more than two "D's" or "F's" in courses may continue as accounting and finance majors but must retake a sufficient number of the required courses in which the "D's" or "F's" were earned and earn a grade of "C-" or higher, so that no more than a total of two "ACFI" prefix required courses, with grades below "C-" will be counted towards fulfillment of the requirements in the accounting and finance major.

#### **Requirements**

- ACFI 100 - Fundamentals of Financial Reporting
- ACFI 200 - Financial Accounting
- ACFI 305 - Business Law I
- ACFI 350 - Managerial Accounting
- ACFI 385 - Managerial Finance
- ACFI 406 - Legal and Regulatory Processes
- ACFI 455 - International Finance
- ACFI 465 - Options and Futures Markets
- ACFI 476 - Insurance and Risk Management
- ACFI 485 - Capital Budgeting
- ACFI 486 - Real Estate Investment and Finance
- ACFI 490 - Investments
- COMP 105 - Computers and Their Applications: An Introduction
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 210 - Statistics for Economics and Business
- ECON 315 - Money and Banking
- MATH 144 - Applied Calculus for Business
- MGMT 130 - Principles of Management
- MGMT 200 - Marketing Principles
- MGMT 360 - Fundamentals of Information Systems
- MGMT 426 - Service Operations Management
- MGMT 490 - Strategic Management

Total minimum credits: 69

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ ANTHROPOLOGY

### **Anthropology, Cultural Anthropology Concentration, BA**

#### **Department: Anthropology**

Cultural anthropology uses a comparative, cross-cultural method to understand human culture and its variations. Students taking the cultural anthropology concentration pursue in-depth study in cultural anthropology along with exposure to applied, biological and archeology perspectives. Students take geographically-focused courses, upper-division topically-related courses, and a foreign language. Cultural anthropologists draw on qualitative and quantitative data in their research, based on firsthand participant observation fieldwork, to which students are exposed in upper division research methods and anthropological theory courses. Students completing the cultural anthropology concentration are well-positioned to enter a profession requiring global understandings and graduate study in anthropology or related fields.

#### **Program Requirements**

##### **Required courses (15 credits)**

- ANTH 100 - Introduction to Cultural Anthropology
- ANTH 101 - Biological Anthropology



- ANTH 103 - Introduction to Archaeology
- ANTH 400 - Seminar: Anthropological Theory (CWRM)
- ANTH 401 - Research Methods in Anthropology

Note(s):

LANG 300 - Languages of the World may be substituted for ANTH 101 or ANTH 103

Plus one course in a culture area from the following (3 credits)

- ANTH 206 - Native Cultures of North America
- ANTH 209 - Peoples and Cultures of Africa
- ANTH 212 - Africa Through Film
- ANTH 213 - Latin American Peoples and Cultures
- ANTH 215 - The Caribbean
- ANTH 216 - Peoples and Cultures of the Middle East
- ANTH 224 - Anthropology of South Asia

Plus a one-semester course at the intermediate level in any foreign language, except ENSL 151 Intermediate English as a Second Language (3 credits)

- LAAR 151 - Intermediate Arabic
- LAFR 251 - Intermediate French
- LAGE 151 - Intermediate German I
- LAIT 151 - Intermediate Italian I
- LAJA 151 - Intermediate Japanese
- LAPO 151 - Intermediate Portuguese I
- LARU 151 - Intermediate Russian I
- LASP 151 - Intermediate Spanish I

Plus 15 additional credits in anthropology courses, at least 12 of which must be at the 300 level or above.

Students may take up to three credits in archaeology or biological anthropology at the 300 level or above as part of this concentration.

Total minimum credits: 36

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Anthropology, General Anthropology Concentration, BA**

### **Department: Anthropology**

The general anthropology concentration introduces students to four of anthropology's major subfields: cultural, biological, archaeological and applied anthropology. This concentration will expose students to a thorough understanding of the breadth and depth of anthropology, with an opportunity to see how anthropological ideas and methods are used to address human problems. Students will be well prepared to bring anthropological skills to the workplace or to enter a broad-based graduate program in anthropology.

### **Requirements**

- ANTH 100 - Introduction to Cultural Anthropology
- ANTH 101 - Biological Anthropology
- ANTH 103 - Introduction to Archaeology
- ANTH 400 - Seminar: Anthropological Theory (CWRM)
- ANTH 401 - Research Methods in Anthropology

Plus one course in a culture area from the following (3 credits)

- ANTH 206 - Native Cultures of North America
- ANTH 209 - Peoples and Cultures of Africa
- ANTH 212 - Africa Through Film
- ANTH 213 - Latin American Peoples and Cultures
- ANTH 215 - The Caribbean
- ANTH 216 - Peoples and Cultures of the Middle East
- ANTH 224 - Anthropology of South Asia
- ANTH 319 - Contemporary Native Americans

Plus nine additional elective credits in anthropology at the upper division level (300-400), one in each of the three subdisciplines below (9 credits)

## **Cultural**

- ANTH 305 - Culture Change
- ANTH 307 - Anthropology of Religion
- ANTH 308 - Anthropology of Education
- ANTH 309 - Anthropology of Art
- ANTH 314 - Women in Myth and Lore
- ANTH 315 - Ethnic Experience in America
- ANTH 319 - Contemporary Native Americans
- ANTH 322 - War, Peace and Culture
- ANTH 326 - African Ethnomedicine
- ANTH 330 - Medical Anthropology
- ANTH 331 - Political Anthropology
- ANTH 340 - Myths and Peoples of the Ancient Near East
- ANTH 396 - Special Topics in Cultural Anthropology
- ANTH 399 - Special Topics in Anthropology (as appropriate)
- ANTH 404 - Seminar: Culture and Consciousness
- ANTH 417 - Seminar: She/He "Two Spirits" Gender Cross-Culturally
- ANTH 420 - Visual Anthropology
- ANTH 426 - Seminar: New England Ethnic and Regional Communities
- ANTH 435 - Seminar: Global Feminism

## **Biological**

- ANTH 397 - Special Topics in Biological Anthropology
- ANTH 399 - Special Topics in Anthropology (as appropriate)
- ANTH 405 - Forensic Anthropology
- ANTH 406 - Seminar: Human Evolution

## **Archaeology**

- ANTH 303 - Archaeological Field Excavation in Prehistoric Sites in New England
- ANTH 311 - The Emergence of Cities
- ANTH 328 - Archaeology of North America
- ANTH 332 - Practicum in Field Archaeology (3 credits)
- ANTH 398 - Special Topics in Archaeology
- ANTH 399 - Special Topics in Anthropology (as appropriate)
- ANTH 410 - Public Archaeology

Plus three additional, three-credit electives in anthropology, two of which must be upper division level (300 and above) (9 credits)

Plus one, three-credit research or applied course (not previously taken to fulfill the upper division subdiscipline requirements above) from the list below (3 credits)

- ANTH 303 - Archaeological Field Excavation in Prehistoric Sites in New England
- ANTH 332 - Practicum in Field Archaeology
- ANTH 355 - Anthropological Study Tour
- ANTH 405 - Forensic Anthropology
- ANTH 485 - Honors Thesis
- ANTH 498 - Practicum in Anthropology

Foreign Language Requirement (6 credits)

A two-semester sequence of an introductory foreign language or its equivalent, except ENSL 101 - English as a Second Language I and ENSL 102 - English as a Second Language II

- LAAR 101 - Elementary Arabic I and
- LAAR 102 - Elementary Arabic II
- LACH 101 - Elementary Chinese I and
- LACH 102 - Elementary Chinese II
- LAFR 101 - Elementary French I and
- LAFR 102 - Elementary French II
- LAGE 101 - Elementary German I and
- LAGE 102 - Elementary German II
- LAIT 101 - Elementary Italian I and

- LAIT 102 - Elementary Italian II
- LAJA 101 - Elementary Japanese I and
- LAJA 102 - Elementary Japanese II
- LALT 101 - Elementary Latin I and
- LALT 102 - Elementary Latin II
- LAPO 101 - Elementary Portuguese I and
- LAPO 102 - Elementary Portuguese II
- LARU 101 - Elementary Russian I and
- LARU 102 - Elementary Russian II
- LASP 101 - Elementary Spanish I and
- LASP 102 - Elementary Spanish II
- LASW 101 - Elementary Swahili I and
- LASW 102 - Elementary Swahili II

Total minimum credits: 45

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the “Undergraduate Academic Programs” section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

## **Anthropology, Public Archaeology Concentration, BS**

### **Department: Anthropology**

The public archaeology concentration provides the basic knowledge and training necessary for careers in contract archaeology and to the study of federal, state and local legislation protecting archaeological resources. The concentration relies heavily on cognate courses in geology and geography.

### **Requirements**

- ANTH 100 - Introduction to Cultural Anthropology
- ANTH 101 - Biological Anthropology
- ANTH 103 - Introduction to Archaeology
- ANTH 206 - Native Cultures of North America
- ANTH 328 - Archaeology of North America
- ANTH 400 - Seminar: Anthropological Theory (CWRM)
- ANTH 410 - Public Archaeology

Plus nine credits of field or laboratory work in archaeology (9 credits)  
any combination of

- ANTH 303 - Archaeological Field Excavation in Prehistoric Sites in New England
- ANTH 332 - Practicum in Field Archaeology
- ANTH 405 - Forensic Anthropology  
and
- ANTH 498 - Practicum in Anthropology or
- ANTH 499 - Directed Study in Anthropology

Plus three additional credits in anthropology (3 credits)

### **Cognate Requirements**

- ANTH 401 - Research Methods in Anthropology or
- GEOG 315 - Quantitative Geography  
and
- GEOG 213 - Geographic Information Systems (GIS) I
- GEOL 100 - Physical Geology

Plus three courses from the following (9 credits)

- GEOL 101 - Historical Geology
- GEOL 180 - Forensic Geology
- GEOL 370 - Sedimentary Geology
- GEOL 480 - Remote Sensing
- GEOG 130 - Environmental Geography or
- GEOL 194 - Environmental Geology
- GEOG 211 - Cartography
- GEOG 317 - Air Photo Interpretation — Remote Sensing
- GEOG 332 - Management and Preservation of the Natural Environment
- GEOG 413 - Geographic Information Systems (GIS) II
- INTD 350 - Soil Identification and Interpretation

Or other cognates deemed appropriate by the department

Total minimum credits: 53

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **■ ART**

## **Art, Art Education Concentration, BA**

### **Department: Art**

Students majoring in education must refer to the Department of Elementary and Early Childhood Education and the Department of Secondary Education and Professional Programs for specific requirements and consult with the art education faculty, Professor Dorothy Pulsifer or Assistant Professor John Hooker, for additional information.

### **Grade Requirement**

Students majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

#### **Requirements**

- ARTH 103 - Survey of Ancient and Medieval Art
- ARTH 104 - Survey of Art from the 14th Century to the Present
- ARTH 309 - Early Modern Art and Architecture
- ARTS 125 - Drawing I
- ARTS 130 - Two-Dimensional Design
- ARTS 140 - Three-Dimensional Design
- ARTS 216 - Photography I
- ARTS 225 - Drawing II
- ARTS 230 - Painting I
- ARTS 240 - Sculpture I
- ARTS 255 - Printmaking I
- ARTS 260 - Graphic Design I or
- ARTS 104 - Digital Imaging and Four-Dimensional Design
- ARTS 270 - Ceramics I

Non-Western Art History Requirement: Complete one course from the following:

- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 211 - Monuments as Cultural Symbols and Emblems of Power
- ARTH 214 - Global Art History Study Tour
- ARTH 311 - Orientalism

Total minimum credits: 42

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### **Art, Art History Concentration, BA**

**Department: Art**

#### **Grade Requirement**

Students majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

#### **Course Requirements**

##### **Foundation Program (15 credits)**

- ARTS 104 - Digital Imaging and Four-Dimensional Design
  - ARTS 125 - Drawing I
  - ARTS 130 - Two-Dimensional Design
  - ARTS 140 - Three-Dimensional Design
- One of the following:
- ARTH 103 - Survey of Ancient and Medieval Art
  - or ARTH 104 - Survey of Art from the 14th Century to the Present

##### **Art History Concentration Requirements (9 credits)**

Select the course NOT taken to meet the Foundation Program requirement listed above:

- ARTH 103 - Survey of Ancient and Medieval Art
- or ARTH 104 - Survey of Art from the 14th Century to the Present
- ARTH 309 - Early Modern Art and Architecture
- ARTH 310 - Art and Architecture since 1940

##### **Art History Concentration Options (12 credits)**

Four courses, selecting at least one course from each of the first three categories:

The Americas

- ARTH 203 - American Art and Architecture
- ARTH 214 - Global Art History Study Tour (if an itinerary in the Americas)

- ARTH 217 - African-American Art
- ARTH 219 - MesoAmerican Art and Architecture

#### **Africa and Asia**

- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 214 - Global Art History Study Tour (if an itinerary in Africa or Asia)
- ARTH 311 - Orientalism

#### **Topical**

- ARTH 206 - History of Architecture
- ARTH 211 - Monuments as Cultural Symbols and Emblems of Power
- ARTH 215 - Themes in the Visual Arts
- ARTH 218 - History of Photography
- ARTH 308 - Women in the Visual Arts
- ARTH 492 - Topics in Art History

#### **Electives**

- ARTH 135 - Freshman Honors Colloquium
- ARTH 136 - Freshman Honors Colloquium
- ARTH 214 - Global Art History Study Tour
- ARTH 286 - Sophomore Honors Colloquium
- ARTH 287 - Sophomore Honors Colloquium
- ARTH 298 - Second Year Seminar (Speaking Intensive)
- or ARTH 299 - Second Year Seminar (Writing Intensive)
- ARTH 338 - Honors Tutorial in Art
- ARTH 339 - Honors Tutorial in Art
- ARTH 485 - Honors Thesis in Art
- ARTH 490 - Art History Studies in Oxford
- ARTH 499 - Directed Study in Art History (for a maximum of three credits)

#### **Additional Requirements (6 credits)**

- ARTS 225 - Drawing II
- ARTS 360 - Business Issues for Visual Artists

#### **Studio Art Electives (6 credits)**

- ARTS 204 - Video Art
- ARTS 205 - Three-Dimensional Modeling
- ARTS 216 - Photography I
- ARTS 230 - Painting I
- ARTS 240 - Sculpture I
- ARTS 255 - Printmaking I
- ARTS 260 - Graphic Design I
- ARTS 270 - Ceramics I
- ARTS 273 - Glass I
- ARTS 280 - Metals I
- ARTS 290 - Fiber Arts I

#### **Cognate Requirements (6 credits)**

Foreign language: a two-semester sequence of an introductory foreign language or equivalent proficiency is required.

Total minimum credits: 54

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### **Art, Crafts Concentration, BA**



**Department: Art****Grade Requirement**

Students majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

**Foundation Program**

- ARTS 104 - Digital Imaging and Four-Dimensional Design
- ARTS 125 - Drawing I
- ARTS 130 - Two-Dimensional Design
- ARTS 140 - Three-Dimensional Design

**Additional Course Requirements**

- ARTS 225 - Drawing II
- ARTS 404 - Studio Art Writing Designated in the Major (0 credit) (CWRM only when taken concurrently with a designated advanced art studio course)

**Concentration**

In addition to any related course taken as a studio art elective, complete four courses within one of the following groups (12 credits)

**Ceramics**

- ARTS 270 - Ceramics I
- ARTS 370 - Ceramics II
- ARTS 371 - Ceramics III
- ARTS 470 - Advanced Ceramics (maximum of nine credits)
- ARTS 499 - Directed Study in Art – Ceramics (maximum of six credits)

**Glass**

- ARTS 273 - Glass I
- ARTS 373 - Glass II
- ARTS 473 - Glass IV (maximum of nine credits)
- ARTS 499 - Directed Study in Art – Glass (maximum of six credits)

**Metals**

- ARTS 280 - Metals I
- ARTS 380 - Metal Design II
- ARTS 381 - Metals III
- ARTS 480 - Advanced Metals (maximum of nine credits)
- ARTS 499 - Directed Study in Art – Metals (maximum of six credits)

**Weaving**

- ARTS 290 - Fiber Arts I
- ARTS 390 - Fiber Arts II
- ARTS 490 - Advanced Weaving (maximum of nine credits)
- ARTS 499 - Directed Study in Art – Weaving (maximum of six credits)

**Art History**

Complete one non-Western art history course from the following (3 credits)

- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 214 - Global Art History Study Tour (if an itinerary in Africa or Asia)
- ARTH 215 - Themes in the Visual Arts (if appropriate)
- ARTH 311 - Orientalism
- ARTH 492 - Topics in Art History (if appropriate)

Complete three additional art history courses (9 credits)

**Studio Art Elective**

Complete three of the following (9 credits)

- ARTS 204 - Video Art
- ARTS 205 - Three-Dimensional Modeling
- ARTS 216 - Photography I
- ARTS 217 - Digital Photography
- ARTS 230 - Painting I
- ARTS 240 - Sculpture I
- ARTS 255 - Printmaking I

- ARTS 260 - Graphic Design I
- ARTS 267 - Web Art I
- ARTS 270 - Ceramics I
- ARTS 273 - Glass I
- ARTS 280 - Metals I
- ARTS 290 - Fiber Arts I
- ARTS 325 - Advanced Drawing
- ARTS 332 - Mixed Media
- ARTS 360 - Business Issues for Visual Artists

Total minimum credits: 48

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Art, Fine Arts Concentration, BA**

### **Department: Art**

### **Grade Requirement**

Students majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

### **Foundation Program**

- ARTS 104 - Digital Imaging and Four-Dimensional Design
- ARTS 125 - Drawing I
- ARTS 130 - Two-Dimensional Design
- ARTS 140 - Three-Dimensional Design

### **Additional Course Requirements**

- ARTS 225 - Drawing II
- ARTS 404 - Studio Art Writing Designated in the Major (0 credit) (CWRM only when taken concurrently with a designated advanced art studio course)

### **Concentration**

In addition to any related course taken as a studio art elective, complete four courses (12 credit hours) within one of the following groups

#### **Painting**

- ARTS 230 - Painting I
- ARTS 330 - Painting II: Figure
- ARTS 430 - Advanced Painting

#### **Printmaking**

- ARTS 255 - Printmaking I
- ARTS 355 - Printmaking II
- ARTS 450 - Printmaking IV

#### **Sculpture**

- ARTS 240 - Sculpture I
- ARTS 340 - Sculpture II
- ARTS 440 - Advanced Sculpture

### **Art History**

Complete one Non-Western art history course from the following (3 credits)

- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 214 - Global Art History Study Tour (if an itinerary in Africa or Asia)
- ARTH 215 - Themes in the Visual Arts (if appropriate)
- ARTH 311 - Orientalism
- ARTH 492 - Topics in Art History (if appropriate)

Complete three additional art history courses (9 credits)

### **Studio Art Elective**

Complete three of the following courses other than those taken above (9 credits)

- ARTS 204 - Video Art
- ARTS 205 - Three-Dimensional Modeling
- ARTS 216 - Photography I
- ARTS 217 - Digital Photography
- ARTS 230 - Painting I
- ARTS 240 - Sculpture I
- ARTS 255 - Printmaking I
- ARTS 260 - Graphic Design I
- ARTS 267 - Web Art I
- ARTS 270 - Ceramics I
- ARTS 273 - Glass I
- ARTS 280 - Metals I
- ARTS 290 - Fiber Arts I
- ARTS 325 - Advanced Drawing
- ARTS 332 - Mixed Media
- ARTS 360 - Business Issues for Visual Artists

Total minimum credits: 48

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Art, Graphic Design Concentration, BA**

### **Department: Art**

### **Grade Requirement**

Students majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

### **Foundation Program**

- ARTS 104 - Digital Imaging and Four-Dimensional Design
- ARTS 125 - Drawing I
- ARTS 130 - Two-Dimensional Design
- ARTS 140 - Three-Dimensional Design

### **Additional Course Requirements**

- ARTS 225 - Drawing II
- ARTS 404 - Studio Art Writing Designated in the Major (0 credit) (CWRM only when taken concurrently with a designated advanced art studio course)

### **Concentration**

The following courses are required in addition to any related course taken as a studio art elective

- ARTS 260 - Graphic Design I
- ARTS 361 - Graphic Design II
- ARTS 362 - Graphic Design III
- ARTS 460 - Advanced Graphics

### **Note(s):**

ARTS 368 - Synthesis of Graphic Design and Photography, ARTS 376 - Typography, ARTS 463 - Projects in Graphic Design and photography are recommended electives but cannot be used to replace ARTS 460 - Advanced Graphics

### **Art History**

#### **Required course**

- ARTH 218 - History of Photography

Complete one non-Western art history course from the following (3 credits)

- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 214 - Global Art History Study Tour (if an itinerary in Africa or Asia)
- ARTH 215 - Themes in the Visual Arts (if appropriate)
- ARTH 311 - Orientalism
- ARTH 492 - Topics in Art History (if appropriate)

Complete two additional art history courses (6 credits)

### **Studio Art Elective**

Complete three courses from the following (9 credits)

- ARTS 204 - Video Art
- ARTS 205 - Three-Dimensional Modeling
- ARTS 216 - Photography I
- ARTS 217 - Digital Photography
- ARTS 230 - Painting I
- ARTS 240 - Sculpture I
- ARTS 255 - Printmaking I
- ARTS 267 - Web Art I
- ARTS 270 - Ceramics I
- ARTS 273 - Glass I
- ARTS 280 - Metals I
- ARTS 290 - Fiber Arts I
- ARTS 325 - Advanced Drawing
- ARTS 332 - Mixed Media
- ARTS 360 - Business Issues for Visual Artists

Total minimum credits: 48

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website,

[www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Art, New Media Concentration, BA**

### **Department: Art**

### **Grade Requirement**

Students majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

### **Foundation Program**

- ARTS 104 - Digital Imaging and Four-Dimensional Design
- ARTS 125 - Drawing I
- ARTS 130 - Two-Dimensional Design
- ARTS 140 - Three-Dimensional Design

### **Additional Course Requirements**

- ARTS 225 - Drawing II
- ARTS 404 - Studio Art Writing Designated in the Major (0 credit) (CWRM only when taken concurrently with a designated advanced art studio course)

### **Concentration**

- ARTS 204 - Video Art
- ARTS 205 - Three-Dimensional Modeling
- ARTS 267 - Web Art I
- ARTS 301 - Web Art II
- ARTS 403 - Convergent Media Projects

### **Art History**

- ARTH 103 - Survey of Ancient and Medieval Art or
- ARTH 104 - Survey of Art from the 14th Century to the Present
- ARTH 309 - Early Modern Art and Architecture or
- ARTH 310 - Art and Architecture since 1940

Plus six additional credits in ARTH courses (6 credits)

### **Studio Art Electives**

Complete two of the following (6 credits)

- ARTS 216 - Photography I
- ARTS 217 - Digital Photography
- ARTS 230 - Painting I
- ARTS 240 - Sculpture I
- ARTS 255 - Printmaking I
- ARTS 260 - Graphic Design I
- ARTS 270 - Ceramics I
- ARTS 273 - Glass I
- ARTS 280 - Metals I
- ARTS 290 - Fiber Arts I
- ARTS 325 - Advanced Drawing
- ARTS 332 - Mixed Media
- ARTS 360 - Business Issues for Visual Artists

Electives in computer science, music, creative writing, theater and dance are recommended.

Total minimum credits: 48

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Art, Photography Concentration, BA**

### **Department: Art**

### **Grade Requirement**

Students majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

Foundation Program

- ARTS 104 - Digital Imaging and Four-Dimensional Design
- ARTS 125 - Drawing I
- ARTS 130 - Two-Dimensional Design
- ARTS 140 - Three-Dimensional Design

#### Additional Course Requirements

- ARTS 225 - Drawing II
- ARTS 404 - Studio Art Writing Designated in the Major (0 credit) (CWRM only when taken concurrently with a designated advanced art studio course)

#### Concentration

- ARTS 216 - Photography I
- ARTS 217 - Digital Photography
- \* ARTS 316 - Photography II
- \* ARTS 416 - Advanced Photography

\*On a case by case basis, the courses below may be substituted in this category pending departmental approval.

- ARTS 219 - Topics in Photography
- ARTS 317 - Digital Photography II
- ARTS 319 - Field Experience in Photography
- ARTS 418 - Advanced Topics in Photography
- ARTS 498 - Internship in Art

#### Art History

- ARTH 218 - History of Photography

Complete one non-Western art history course from the following (3 credits)

- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 214 - Global Art History Study Tour (if an itinerary in Africa or Asia)
- ARTH 215 - Themes in the Visual Arts (if appropriate)
- ARTH 311 - Orientalism
- ARTH 492 - Topics in Art History (if appropriate)

Complete two additional art history courses (6 credits)

#### Studio Art Electives

Complete three of the following (9 credits)

- ARTS 204 - Video Art
- ARTS 205 - Three-Dimensional Modeling
- ARTS 230 - Painting I
- ARTS 240 - Sculpture I
- ARTS 255 - Printmaking I
- ARTS 260 - Graphic Design I
- ARTS 267 - Web Art I
- ARTS 270 - Ceramics I
- ARTS 273 - Glass I
- ARTS 280 - Metals I
- ARTS 290 - Fiber Arts I
- ARTS 325 - Advanced Drawing
- ARTS 332 - Mixed Media
- ARTS 360 - Business Issues for Visual Artists

Total minimum credits: 48

#### Core Curriculum Requirements



A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ ATHLETIC TRAINING

### Athletic Training, BS

#### Department: Movement Arts, Health Promotion and Leisure Studies

This major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and prepares the athletic training student with the necessary academic and clinical experiences to sit for the National Athletic Trainer's Association Board of Certification Examination (BOC). The program includes courses in injury prevention, recognition, assessment and immediate care of athletic injuries; health care administration; and professional development and responsibility.

Admission into the Athletic Training (AT) program is limited and competitive. A separate application process is required for admission and is due to the AT Program Director by March 1 of the student's sophomore year. Candidates should contact the program director for application materials or download them from the AT program website at [www.bridgew.edu/atep](http://www.bridgew.edu/atep).

#### Grade Requirement

- Students enrolled in the professional (clinical) phase of the academic program must complete the following in order to remain within the professional (clinical) phase:
  - 60 hours of course work with a minimum overall GPA of 2.5 and a minimum GPA of 3.0 in athletic training core course work (ATTR 100, ATTR 112, ATTR 240, ATTR 241, ATTR 340, ATTR 341, ATTR 342, ATTR 343, ATTR 410, ATTR 442, ATTR 443, ATTR 446, ATTR 450, ATTR 454, ATTR 455, ATTR 460, ATTR 490).
- Students whose GPA falls below the mandated GPA (either overall or in the major) will be notified by the AT Program Director that they have been placed on AT program probation. Students on AT program probation are limited to 13 semester hours during the semester they are on AT program probation.
- A meeting with the AT program faculty will convene to discuss, on a student-by-student case, if the student should be allowed to continue with their clinical education during the term they are on academic probation. Should the AT Program Director in consultation with the AT program faculty deem a student is not able to continue with clinical education for that respective term, the student will need to take the respective clinical class the next offering, provided he/she is in good academic standing.
- Students will demonstrate academic progress by completing a minimum of 10 semester hours during the semester they are on AT program probation and earning, at minimum, "B-" in athletic training required course work and "C+" in other courses.
- If these steps are not successfully completed, the student will not be able to continue in the major.

#### Required Athletic Training Courses

- ATTR 100 - Athletic Taping and Bracing
- ATTR 112 - Sports First Aid
- ATTR 240 - Introduction to Athletic Training
- ATTR 241 - Level I Clinical Experience in Athletic Training
- ATTR 340 - Sports Injury Management – Lower Extremity
- ATTR 341 - Sports Injury Management – Upper Extremity
- ATTR 342 - Level II Clinical Experience in Athletic Training
- ATTR 343 - Level III Clinical Experience in Athletic Training
- ATTR 410 - Nutritional Concepts for Health Care Practitioners (CWRM)
- ATTR 442 - Therapeutic Exercise
- ATTR 443 - Pharmacology for the Physically Active
- ATTR 446 - Medical Conditions and Disabilities of the Physically Active
- ATTR 450 - Therapeutic Modalities
- ATTR 454 - Level IV Clinical Experience in Athletic Training
- ATTR 455 - Level V Clinical Experience in Athletic Training
- ATTR 460 - Psychosocial Intervention and Patient Care
- ATTR 490 - Administration of Athletic Training
- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 204 - Theory and Practice of Progressive Resistance Training
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### Cognate Courses

- BIOL 102 - Introduction to Zoology
- BIOL 251 - Human Anatomy and Physiology I
- BIOL 252 - Human Anatomy and Physiology II
- HEAL 102 - Health and Wellness
- PSYC 100 - Introductory Psychology
- BIOL 100 - General Principles of Biology

Total minimum credits: 79

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ AVIATION SCIENCE

### **Aviation Science, Aviation Management Concentration, BS**

#### **Department: Aviation Science**

The aviation management concentration is designed to prepare graduates for managerial and supervisory positions throughout the air transportation industry. Primary flight training is included, along with broad exposure to aviation specific business and management courses. This program of study is interdisciplinary in nature and prepares the aviation career-oriented student for virtually any management career in aviation or aviation-related industries. Some of these positions include airport manager, air carrier manager and general aviation operations manager.

Bridgewater State University reserves the right to refuse permission to any student to participate in any portion, or all, of the flight training program, including without limitation, for any safety or security reason which the university deems appropriate.

#### **Requirements**

- ACFI 100 - Fundamentals of Financial Reporting
- AVSC 107 - Primary Flight I
- AVSC 108 - Primary Flight II
- AVSC 110 - Aviation Science I
- AVSC 111 - Aviation Science II
- AVSC 305 - Introduction to General Aviation Management
- AVSC 307 - Air Carrier Operations
- AVSC 310 - Aviation Safety
- AVSC 402 - Insurance and Risk Management in Aviation
- AVSC 407 - Aviation Marketing Management
- AVSC 471 - Aviation Management
- COMP 105 - Computers and Their Applications: An Introduction
- ECON 102 - Principles of Macroeconomics
- ENGL 201 - Technical Writing I
- GEOG 221 - Meteorology
- MATH 110/MATH 110E - Elementary Statistics I
- MATH 141 - Elements of Calculus I
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management
- MGMT 360 - Fundamentals of Information Systems
- PHYS 181 - Elements of Physics I
- PHYS 183 - Aviation Physics

Note(s):

Flight courses involve flight fees.

One environmental science course (3 credits)

- GEOL 194 - Environmental Geology or
- GEOG 130 - Environmental Geography

Total minimum credits: 69

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website,

www.bridgew.edu/corecurriculum. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Aviation Science, Flight Training Concentration, BS**

### **Department: Aviation Science**

The flight training concentration combines academic studies and flight training, in order to prepare graduates for a wide variety of positions within the air transportation industry, including general, airline and military aviation<sup>1</sup>. The flight program allows the student to obtain private pilot, commercial pilot, instrument pilot and/or flight instructor certificates.

The curriculum provides the flight training necessary to operate in the high-density environment of modern airspace. The program emphasizes critical thinking and analytical skills, as well as oral and written communication skills. Effective resource management, human factors and safety awareness are constantly emphasized throughout the curriculum. Complementing the intensive flight training is expert classroom instruction and use of flight simulators. A career in the flight training concentration leads to the development, administration and enforcement of safety regulations, including airworthiness and operational standards in civil aviation. This program prepares the graduate for a career path that starts as a certified flight instructor, and leads to positions with airlines and corporate flight departments.

Bridgewater State University reserves the right to refuse permission to any student to participate in any portion, or all, of the flight training program, including without limitation, for any safety or security reason which the university deems appropriate.

<sup>1</sup>Reserve Officer Training Corps (ROTC) scholarship opportunities are available. The ROTC program is designed to give students the opportunity to become a military officer while completing a bachelor's degree program. See the department chairperson for details.

### **Requirements**

- AVSC 107 - Primary Flight I
- AVSC 108 - Primary Flight II
- AVSC 110 - Aviation Science I
- AVSC 111 - Aviation Science II
- AVSC 200 - Instrument Flight
- AVSC 211 - Commercial Pilot Ground School
- AVSC 212 - Instrument Pilot Ground School
- AVSC 300 - Commercial Flight
- AVSC 303 - Flight Instructor Ground School
- AVSC 307 - Air Carrier Operations
- AVSC 310 - Aviation Safety
- AVSC 320 - Aviation Regulatory Process
- AVSC 400 - Instructional Flight
- COMP 105 - Computers and Their Applications: An Introduction
- ECON 102 - Principles of Macroeconomics
- GEOG 221 - Meteorology
- MATH 110/MATH 110E - Elementary Statistics I
- MATH 141 - Elements of Calculus I
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management
- PHYS 181 - Elements of Physics I
- PHYS 183 - Aviation Physics

Note(s):

Flight courses involve flight fees.

Total minimum credits: 68

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ BIOLOGY

### Biology, BA

#### Department: Biological Sciences

The BA degree is designed for the biology major who wishes to use biological knowledge in pursuit of a career outside of biology. Examples of such careers are teaching elementary education, science writing, scientific illustration, technical sales or publishing. By carefully selecting biology courses and adding particular courses in chemistry, physics and mathematics beyond the BA requirements, a BA degree holder may qualify for many of the career opportunities listed under the BS.

The BA degree requires a minimum of 12 courses with the following specifications:

#### Grade Requirement

Students must receive a grade of "C-" or higher for the biology core courses BIOL 121 and BIOL 122. A grade of "B-" or higher is required in BIOL 100 or BIOL 102 in order for these courses to substitute as an equivalent to BIOL 121. Only one grade below "C-" earned in a course taught in the department and outside of the biology core shall be accepted to fulfill the requirements of the bachelor's degree. Students receiving a grade below "C-" in additional courses may continue in the major but must repeat and successfully complete the course with the grade of "C-" or better or complete another course that fulfills the same required "area" for the major.

#### Requirements

- BIOL 121 - General Biology I
- BIOL 122 - General Biology II

Two biology courses at the 200 level (6 credits)

Two biology courses at the 300 level\* (6 credits)

Two biology courses at the 400 level\* (6 credits)

Two additional biology courses at or above the 200 level (6 credits)

Note(s):

\* As part of the 300- and 400-level required courses, students must complete one of the following as their upper-level Writing Designated within the Major course requirement (CWRM):

- BIOL 325 - Ichthyology
- BIOL 326 - Marine Biology
- BIOL 328 - Stream Ecology
- BIOL 341 - Plant Physiology
- BIOL 360 - Biological Clocks
- BIOL 373 - Animal Physiology
- BIOL 374 - Cancer Biology
- BIOL 395 - General Microbiology (formerly BIOL 428)
- BIOL 408 - The Biology of Marine Mammals
- BIOL 423 - Invasion Ecology
- BIOL 425 - Population Ecology
- BIOL 497 - Undergraduate Biological Research

#### Cognate Courses

- CHEM 131 - Survey of Chemistry I
- CHEM 132 - Survey of Chemistry II

Total minimum credits: 40

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Biology, BS

#### Department: Biological Sciences

#### Grade Requirement

Students must receive a grade of "C-" or higher for the biology core courses, (BIOL 121, BIOL 122, BIOL 200, BIOL 225, and BIOL 321). A grade of "B-" or higher is required in BIOL 100 or BIOL 102 in order for these courses to substitute as an equivalent to BIOL 121. Only one grade below "C-" earned in a course taught in the department and required outside of the biology core shall be accepted to fulfill the requirements for the bachelor's degree. Students receiving a grade below "C-" in additional courses may continue in the major but must repeat and successfully complete the course with a grade of "C-" or better or complete another course that fulfills the same required "area" for the major. To qualify for graduation with a degree in biology, the student must have a major grade point average (GPA) of 2.3 or higher. The following courses may not be applied toward the Biology major and thus cannot be computed as part of the major GPA: BIOL 110, BIOL 111, BIOL 112, BIOL 115, BIOL 117, BIOL 119 and BIOL 128. **Only three credits in total of any of the following courses can be applied to the program: BIOL 396 or BIOL 485 or BIOL 497 or BIOL 498 or BIOL 499.**

### Course Requirements

#### Biology Core Sequence (20 credits)

- BIOL 121 - General Biology I
- BIOL 122 - General Biology II
- BIOL 200 - Cell Biology
- BIOL 225 - General Ecology
- BIOL 321 - Genetics

#### Cognate Requirements (28-32 credits)

- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- CHEM 343 - Organic Chemistry I
- CHEM 344 - Organic Chemistry II
- MATH 141 - Elements of Calculus I
- or MATH 161/161E - Single Variable Calculus I
- MATH 142 - Elements of Calculus II
- or MATH 162 - Single Variable Calculus II
- or BIOL 297 - Biometry

Two additional courses from

- CHEM 381 - Physical Chemistry I
- CHEM 461 - General Biochemistry I \*
- CHEM 462 - General Biochemistry II
- GEOG 213 - Geographic Information Systems (GIS) I
- GEOG 314 - Satellite Image Processing Applications to the Environment
- GEOG 322 - Biogeography
- GEOG 413 - Geographic Information Systems (GIS) II
- GEOL 100 - Physical Geology
- GEOL 210 - Oceanography
- PHYS 181 - Elements of Physics I \*
- PHYS 182 - Elements of Physics II \*
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II

\*recommended for premedical, preveterinary and pre dental students

#### Distribution Requirements (9-12 credits)

One course from each of the biology distributions (Cell & Molecular Biology, Physiology and Organismal Biology) must be taken. A course can only count towards one distribution.

#### Cell and Molecular Biology (3-4 credits)

- BIOL 350 - Molecular Biology
- BIOL 371 - Histology
- BIOL 374 - Cancer Biology (CWRM)
- BIOL 382 - Comparative Chordate Anatomy
- BIOL 395 - General Microbiology (formerly BIOL 428) (CWRM)
- BIOL 413 - Medical Microbiology
- BIOL 430 - Embryology
- BIOL 434 - Biological Electron Microscopy
- BIOL 450 - Virology
- BIOL 460 - Toxicology Principles
- BIOL 472 - Human Genetics

- BIOL 475 - Parasitology
- BIOL 482 - Neurobiology
- BIOL 493 - Topics in Molecular Biology
- BIOL 494 - Topics in Cellular Biology

#### **Physiology (3-4 credits)**

- BIOL 252 - Human Anatomy and Physiology II
- BIOL 341 - Plant Physiology (CWRM)
- BIOL 360 - Biological Clocks (CWRM)
- BIOL 373 - Animal Physiology (CWRM)
- BIOL 375 - Immunology
- BIOL 376 - General Endocrinology
- BIOL 395 - General Microbiology
- BIOL 413 - Medical Microbiology
- BIOL 436 - Mammalian Reproductive Physiology
- BIOL 482 - Neurobiology
- BIOL 495 - Topics in Physiology

#### **Organismal Biology (3-4 credits)**

- BIOL 243 - Systematic Botany
- BIOL 284 - Invertebrate Zoology
- BIOL 325 - Ichthyology (CWRM)
- BIOL 326 - Marine Biology (CWRM)
- BIOL 327 - Wetlands Ecology
- BIOL 328 - Stream Ecology (CWRM)
- BIOL 360 - Biological Clocks (CWRM)
- BIOL 372 - Animal Behavior
- BIOL 382 - Comparative Chordate Anatomy
- BIOL 408 - The Biology of Marine Mammals (CWRM)
- BIOL 420 - Limnology
- BIOL 422 - Biological Evolution
- BIOL 423 - Invasion Ecology (CWRM)
- BIOL 425 - Population Ecology (CWRM)
- BIOL 460 - Toxicology Principles
- BIOL 490 - Topics in Ecology
- BIOL 491 - Topics in Environmental Biology
- BIOL 492 - Topics in Field Biology

#### **Elective Requirements (9-12 credits)**

Complete three additional biology courses (200-level or above).

#### **Experiential Learning Requirement**

This requirement is satisfied by the completion of one of the following courses:

- BIOL 293 - Service-Learning in Biology
- BIOL 326 - Marine Biology (CWRM)
- BIOL 327 - Wetlands Ecology
- BIOL 328 - Stream Ecology (CWRM)
- BIOL 350 - Molecular Biology
- BIOL 355 - Biology Study Tour
- BIOL 371 - Histology
- BIOL 373 - Animal Physiology (CWRM)
- BIOL 395 - General Microbiology (CWRM)
- BIOL 396 - Research Problems in Biology
- BIOL 420 - Limnology
- BIOL 422 - Biological Evolution
- BIOL 425 - Population Ecology (CWRM)
- BIOL 430 - Embryology
- BIOL 434 - Biological Electron Microscopy
- BIOL 436 - Mammalian Reproductive Physiology
- BIOL 450 - Virology



- BIOL 475 - Parasitology
- BIOL 482 - Neurobiology
- BIOL 485 - Honors Thesis
- BIOL 497 - Undergraduate Biological Research (CWRM)
- BIOL 498 - Internship in Biology

Note:

A student may not apply both BIOL 373 and BIOL 251-252 toward the BS degree in biology.

As part of the 300- and 400-level required courses, students must complete one of the following as their upper-level Writing Designated within the Major course requirement (CWRM):

- BIOL 325 - Ichthyology
- BIOL 326 - Marine Biology
- BIOL 328 - Stream Ecology
- BIOL 341 - Plant Physiology
- BIOL 360 - Biological Clocks
- BIOL 373 - Animal Physiology
- BIOL 374 - Cancer Biology
- BIOL 395 - General Microbiology
- BIOL 408 - The Biology of Marine Mammals
- BIOL 423 - Invasion Ecology
- BIOL 425 - Population Ecology
- BIOL 497 - Undergraduate Biological Research

Total minimum credits: 69

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Biology, Secondary Education Concentration, BS**

### **Departments: Biological Sciences**

#### **Secondary Education and Professional Programs**

Students preparing to teach in high school or middle school must complete this BS degree in biology and a minor in either secondary education/high school (grades 8-12) or secondary education/middle school (grades 5-8). Successful completion of either of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to the catalog entry for the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements. Students who wish to obtain a minor in secondary education with a view toward licensure in biology must fulfill the Secondary Education Concentration within the biology program and will be required to pass the Massachusetts Tests for Educator Licensure® (MTEL) in biology. Information on the MTEL® can be found at [www.mtel.nesinc.com](http://www.mtel.nesinc.com).

The Massachusetts Department of Elementary and Secondary Education (DESE) provides a list of subject matter knowledge that is required for license. The list is available at [www.doe.mass.edu/lawsregs/603cmr7.html](http://www.doe.mass.edu/lawsregs/603cmr7.html).

#### **Grade Requirement**

Students must receive a grade of "C-" or higher for the biology core courses, (BIOL 121, BIOL 122, BIOL 200, BIOL 225, and BIOL 321). A grade of "B-" or higher is required in BIOL 100 or BIOL 102 in order for these courses to substitute as an equivalent to BIOL 121. Only one grade below "C-" earned in a course taught in the department and required outside of the biology core shall be accepted to fulfill the requirements for the bachelor's degree. Students receiving a grade below "C-" in additional courses may continue in the major but must repeat and successfully complete the course with the grade of "C-" or better or complete another course that fulfills the same required "area" for the major. To qualify for graduation with a degree in biology, the student must have a major grade point average (GPA) of 2.3 or higher. The following courses may not be applied toward the Biology major and thus cannot be computed as part of the major GPA: BIOL 110, BIOL 111, BIOL 112, BIOL 115, BIOL 117, BIOL 119, BIOL 128.

#### **Course Requirements**

##### **Biology Core Sequence (20 credits)**

- BIOL 121 - General Biology I
- BIOL 122 - General Biology II
- BIOL 200 - Cell Biology
- BIOL 225 - General Ecology
- BIOL 321 - Genetics

##### **Cognate Requirements (28-32 credits)**

- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- CHEM 343 - Organic Chemistry I
- CHEM 344 - Organic Chemistry II
- MATH 141 - Elements of Calculus I
- or MATH 161/161E - Single Variable Calculus I
- MATH 142 - Elements of Calculus II
- or MATH 162 - Single Variable Calculus II
- or BIOL 297 - Biometry
- Two additional courses from:
- CHEM 381 - Physical Chemistry I
- CHEM 461 - General Biochemistry I
- CHEM 462 - General Biochemistry II
- GEOG 213 - Geographic Information Systems (GIS) I
- GEOG 314 - Satellite Image Processing Applications to the Environment
- GEOG 322 - Biogeography
- GEOG 413 - Geographic Information Systems (GIS) II
- GEOL 100 - Physical Geology
- GEOL 210 - Oceanography
- PHYS 181 - Elements of Physics I
- PHYS 182 - Elements of Physics II
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II

##### **Subject Area Requirements (19 credits)**

- BIOL 251 - Human Anatomy and Physiology I
- BIOL 252 - Human Anatomy and Physiology II
- BIOL 341 - Plant Physiology (CWRM)
- BIOL 382 - Comparative Chordate Anatomy

- or BIOL 284 - Invertebrate Zoology
- BIOL 422 - Biological Evolution

#### Elective (3-4 credits)

In addition to the biology core sequence and subject area requirements, students must complete one additional biology course at 200-level or above.

#### Writing-Designated in the Major (CWRM) Requirement

This requirement is satisfied by the completion of one of the following courses:

- BIOL 325 - Ichthyology
- BIOL 326 - Marine Biology
- BIOL 328 - Stream Ecology
- BIOL 341 - Plant Physiology
- BIOL 360 - Biological Clocks
- BIOL 373 - Animal Physiology
- BIOL 374 - Cancer Biology
- BIOL 395 - General Microbiology (formerly BIOL 428)
- BIOL 408 - The Biology of Marine Mammals
- BIOL 423 - Invasion Ecology
- BIOL 425 - Population Ecology
- BIOL 497 - Undergraduate Biological Research

Biology departmental approval to participate in the teaching practicum as signified by the signature of the biology department chairperson on the application to engage in the practicum provided, the following criteria are met

- Minimum biology GPA of 2.8
- Any grade of "D+" or lower in a biology elective course has been repeated for a grade of at least "C-" or substituted with an approved biology elective with a grade of at least "C-"

Total minimum credits: 70

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ CHEMISTRY

### Chemistry, BA

Department: Chemical Sciences

#### Requirements

- CHEM 100 - Computers in Chemistry (COMP 100 is an acceptable substitute)
- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- CHEM 242 - Intermediate Inorganic Chemistry
- CHEM 343 - Organic Chemistry I
- CHEM 344 - Organic Chemistry II
- CHEM 381 - Physical Chemistry I
- CHEM 382 - Physical Chemistry II
- CHEM 450 - Instrumental Analysis (CWRM)
- CHEM 461 - General Biochemistry I
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II  
(PHYS 181 - Elements of Physics I - PHYS 182 - Elements of Physics II are acceptable substitutes with consent of adviser)
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II  
(MATH 141 - Elements of Calculus I - MATH 142 - Elements of Calculus II are acceptable substitutes with consent of adviser.)

Total minimum credits: 53

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Chemistry, Biochemistry Concentration, BS

Department: Chemical Sciences

(Approved by the American Chemical Society)

#### Requirements

- CHEM 100 - Computers in Chemistry
- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- CHEM 343 - Organic Chemistry I
- CHEM 344 - Organic Chemistry II
- CHEM 381 - Physical Chemistry I
- CHEM 382 - Physical Chemistry II
- CHEM 444 - Advanced Inorganic Chemistry
- CHEM 461 - General Biochemistry I
- CHEM 462 - General Biochemistry II
- CHEM 466 - Advanced Biochemistry Laboratory
- BIOL 121 - General Biology I
- BIOL 200 - Cell Biology
- BIOL 321 - Genetics
- BIOL 395 - General Microbiology (formerly BIOL 428) (CWRM)
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II  
(MATH 141 - Elements of Calculus I - MATH 142 - Elements of Calculus II are acceptable substitutes with consent of adviser)
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II  
(PHYS 181 - Elements of Physics I - PHYS 182 - Elements of Physics II are acceptable substitutes with consent of adviser.)

One of the following courses (4 credits)

- CHEM 241 - Quantitative Chemical Analysis
- CHEM 450 - Instrumental Analysis (CWRM)

Total minimum credits: 74

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### **Chemistry, Environmental Chemistry Concentration, BS**

#### **Department: Chemical Sciences**

##### **Requirements**

- CHEM 100 - Computers in Chemistry
  - CHEM 141 - Chemical Principles I
  - CHEM 142 - Chemical Principles II
  - CHEM 242 - Intermediate Inorganic Chemistry
  - CHEM 290 - Environmental Chemistry
  - CHEM 343 - Organic Chemistry I
  - CHEM 344 - Organic Chemistry II
  - CHEM 381 - Physical Chemistry I
  - CHEM 382 - Physical Chemistry II
  - CHEM 450 - Instrumental Analysis (CWRM)
  - CHEM 461 - General Biochemistry I
  - CHEM 486 - Advanced Environmental Chemistry Lab
  - CHEM 489 - Advanced Environmental Chemistry
  - BIOL 121 - General Biology I
  - GEOL 100 - Physical Geology
  - MATH 161/161E - Single Variable Calculus I
  - MATH 162 - Single Variable Calculus II
  - or
  - MATH 141 - Elements of Calculus I
  - MATH 142 - Elements of Calculus II
  - PHYS 243 - General Physics I
  - PHYS 244 - General Physics II
- (PHYS 181 and PHYS 182 are acceptable substitutes with consent of adviser.)

Select one course from the following (4 credits)

- BIOL 225 - General Ecology
- GEOL 240 - Hydrology
- GEOL 450 - Geochemistry

Total minimum credits: 71

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### **Chemistry, Professional Chemistry Concentration, BS**

#### **Department: Chemical Sciences**

##### **(Approved by the American Chemical Society)**

##### **Requirements**

- CHEM 100 - Computers in Chemistry
- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- CHEM 242 - Intermediate Inorganic Chemistry
- CHEM 343 - Organic Chemistry I
- CHEM 344 - Organic Chemistry II

- CHEM 381 - Physical Chemistry I
- CHEM 382 - Physical Chemistry II
- CHEM 461 - General Biochemistry I
- CHEM 241 - Quantitative Chemical Analysis
- CHEM 444 - Advanced Inorganic Chemistry
- CHEM 446 - Advanced Inorganic Chemistry Lab
- CHEM 450 - Instrumental Analysis (CWRM)
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II

One additional mathematics course selected from the following (3 credits)

- MATH 110/MATH 110E - Elementary Statistics I
- MATH 120 - Introduction to Linear Algebra
- MATH 200 - Probability and Statistics
- MATH 202 - Linear Algebra
- MATH 261 - Multivariable Calculus
- MATH 316 - Differential Equations

Note(s):

\* MATH 141 - MATH 142 and PHYS 181 - PHYS 182 are not acceptable as substitutes in the professional chemistry program.

Total minimum credits: 65

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



## ■ COMMUNICATION STUDIES

### Communication Studies, Communication and Culture Concentration, BA

**Department:** Communication Studies

The Communication and Culture concentration introduces students to the cultural foundations of communication and develops this emphasis within the Communication Studies major. Attention is paid to the ways in which cultural assumptions shape our communication and how communication produces, modifies and challenges culture. Students will develop skills for interpreting and analyzing cultural texts and practices in diverse settings and will explore the creation, dissemination and reception of cultural products and practices. Students will develop strong skills in information analysis and writing suited to community outreach, research, government and non-profit careers. The Communication and Culture concentration also provides a strong background for students interested in continuing on to graduate studies.

#### Grade Requirement

A grade of "C" or higher in all communications studies (COMM) course work contributing to the major is required of all students.

#### Course Requirements

Required courses (15 credits)

- COMM 102 - Introduction to Public Speaking
- COMM 224 - Communication Research and Writing
- COMM 228 - Introduction to Communication and Culture
- COMM 336 - Communication and Culture Theory and Research
- COMM 493 - Seminar in Communication and Culture

Choose one course from the following (3 credits)

- COMM 226 - Introduction to Public Relations
- COMM 229 - Foundations of Media Studies

Choose five courses from the following (15 credits)

- COMM 300 - Media and Multiculturalism
- COMM 311 - Media Literacy
- COMM 335 - News and Politics
- COMM 342 - Visual Culture and Communication
- COMM 349 - Perspectives on the Holocaust
- COMM 353 - Corporate Communications and Social Responsibility
- COMM 355 - Images of Gender in Media
- COMM 357 - Meaning and Consumption
- COMM 361 - Gender Communication
- COMM 362 - American Public Discourse
- COMM 364 - Political Communication
- COMM 365 - Introduction to Intercultural Communication
- COMM 371 - Global Cinema
- COMM 397 - Cyber Culture and Digital Media
- COMM 463 - Popular Culture and Communication

Choose two additional courses from any communications studies (COMM) courses (6 credits)

Total minimum credits: 39

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Communication Studies, Dance Education Concentration, BA

**Department:** Theater and Dance

Students must audition for admittance to the dance education concentration, and must meet subject matter knowledge on the Massachusetts Tests for Educator Licensure® (MTEL).

#### Required Courses

- DANC 140 - Dance Technical Practicum
- DANC 237 - Theory and Practice of Jazz Dance, Fall
- DANC 242 - Theory and Practice of Ballet, Fall
- DANC 245 - Theory and Practice of Ballet, Spring

- DANC 247 - Theory and Practice of Jazz Dance, Spring
- DANC 248 - Theory and Practice of Modern Dance, Fall
- DANC 249 - Theory and Practice of Modern Dance, Spring
- DANC 254 - Science and Theory of Dance
- DANC 256 - Dance Composition
- DANC 260 - World Dance
- DANC 263 - Dance History to 1915
- DANC 264 - Dance History from 1915
- DANC 271 - Theory and Practice of Tap Dance
- DANC 353 - Creative Dance for Children
- DANC 357 - Dance Production Theory
- DANC 358 - Dance Production Techniques
- DANC 452 - Ballet Pedagogy
- DANC 453 - Dance Methodology
- DANC 494 - Seminar in Dance Education (CWRM)
- DANP 281 - Theory and Practice of Educational Dance

One of the following (2 credits)

- DANC 345 - Theory and Practice of Advanced Ballet Technique
- DANC 349 - Theory and Practice of Advanced Modern Technique

Three credits from the following (3 credits)

- DANC 399 - Topical Studies in Dance
- DANC 497 - Advanced Individual Projects in Dance
- DANC 498 - Internship in Dance
- DANC 499 - Directed Study in Dance

Two credits in (2 credits)

- DANC 155 - Dance Practicum

One of the following (3 credits)

- THEA 265 - Stage Costuming
- THEA 272 - Scenography I
- THEA 280 - Theater Management

One of the following (1 credit)

- THEA 170 - Technical Theater Practicum
- THEA 172 - Theater Costume Practicum
- THEA 185 - Theater Management Practicum

One of the following (1 credit)

- DANP 161 - Folk Dance
- DANP 164 - Square and Contra Dance
- DANP 168 - Ballroom Dance

Total minimum credits: 59

### **Education Requirements**

Students seeking licensure as Teacher of Dance must declare a minor in secondary (high school, grades 8-12; middle school, grades 5-8; or PreK-12 specialist) education and complete the following courses in the minor.

- EDHM 210 - Introduction to Teaching \*
- EDHM 235 - Learning and Motivation
- EDHM 335 - Assessment and Planning
- EDHM 445 - Content Area Reading, Writing and Study Skills
- EDHM 490 - Teaching Practicum
- PSYC 227 - Developmental Psychology
- SPED 203 - Cultural Diversity Issues in School and Society

An appropriate "strategies for teaching" course (3 credits)

Note(s):

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits in secondary education minor: 33

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website,

[www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Communication Studies, Film, Video and Media Studies Concentration, BA**

### **Department: Communication Studies**

The Film, Video and Media Studies concentration is designed for students who want to study film, television and other screen media; create video, audio and multimedia messages; and pursue an interest in journalism.

### **Grade Requirement**

A grade of "C" or higher in all communication studies (COMM) course work is required of all students.

### **Course Requirements**

#### **Required Courses (18 credits)**

- COMM 102 - Introduction to Public Speaking
- COMM 224 - Communication Research and Writing
- COMM 229 - Foundations of Media Studies
- COMM 239 - Multimedia Storytelling
- COMM 334 - Film, Video, and Media Studies in Theory and Research
- COMM 496 - Seminar in Film, Video, and Media Studies (CWRM)

#### **Choose one course from the following (3 credits)**

- COMM 226 - Introduction to Public Relations
- COMM 228 - Introduction to Communication and Culture

#### **Choose four courses from the following (12 credits)**

- COMM 300 - Media and Multiculturalism
- COMM 310 - Film History
- COMM 311 - Media Literacy
- COMM 313 - Media Law and Ethics
- COMM 325 - Broadcast News Writing
- COMM 335 - News and Politics
- COMM 345 - Writing for Radio and Television
- COMM 350 - Documentary Film
- COMM 355 - Images of Gender in Media
- COMM 366 - Advanced Audio Production
- COMM 370 - Screenwriting
- COMM 371 - Global Cinema
- COMM 390 - Television Direction (Documentary)
- COMM 397 - Cyber Culture and Digital Media
- COMM 401 - Film Theory and Criticism
- COMM 415 - Advanced Television Production (Features)
- COMM 430 - Topics in Film

#### **Choose two additional communications studies (COMM) courses (6 credits)**

Total minimum credits: 39

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Communication Studies, Strategic Communication Concentration, BA**

### **Department: Communication Studies**

The Strategic Communication concentration provides students with foundational knowledge of strategic communication theory and professional communication skills. In addition, students learn about the ethical responsibilities to create and implement systematic communication plans for corporate, non-profit and governmental organizations. Based on the rigorous education in communication theory and research, strategic writing, speaking, media literacy, visual communication and strategic communication planning, students are prepared to develop integrated communication careers in fields such as public relations, social-trend research and public affairs.

### **Grade Requirement**

A grade of "C" or higher in all communications studies (COMM) course work contributing to the major is required of all students.

### **Course Requirements**

Required courses (18 credits)

- COMM 102 - Introduction to Public Speaking
- COMM 224 - Communication Research and Writing
- COMM 226 - Introduction to Public Relations
- COMM 312 - Strategic Writing
- COMM 337 - Strategic Communication Theory and Research
- COMM 492 - Seminar in Strategic Communication (CWRM)

Choose one course from the following (3 credits)

- COMM 228 - Introduction to Communication and Culture
- COMM 229 - Foundations of Media Studies

Choose four courses from the following (12 credits)

- COMM 303 - Introduction to Organizational Communication
- COMM 330 - Business and Professional Communication
- COMM 341 - Public Relations Case Studies
- COMM 353 - Corporate Communications and Social Responsibility
- COMM 359 - Strategic Communication for Non-Profits
- COMM 373 - Strategic Visual Communication
- COMM 391 - Public Relations Practicum
- COMM 392 - Public Relations Campaigns

Choose two courses from any communications studies (COMM) courses (6 credits)

Total minimum credits: 39

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Communication Studies, Theater Arts Concentration, BA**

### **Department: Theater and Dance**

Students selecting this concentration follow a program designed to develop skills in and appreciation of those subjects related to performance and production in live theater.

### **Required Courses**

- THEA 115 - Play Production
- THEA 211 - Voice Production for Theatre
- THEA 220 - Play Analysis for Production
- THEA 242 - Acting I
- THEA 280 - Theater Management
- THEA 421 - Theater History I
- THEA 422 - Theater History II
- THEA 431 - Directing I
- THEA 495 - Seminar in Contemporary Theater (CWRM)

Three credits from the following (3 credits)

- THEA 157 - Movement for the Actor
- THEA 162 - Costume Production
- THEA 174 - Technical Theater Production

One of the following (3 credits)

- THEA 265 - Stage Costuming
- THEA 272 - Scenography I

One theater elective (must be 300- or 400-level) (3 credits)

Each of the following practica

- THEA 170 - Technical Theater Practicum
- THEA 172 - Theater Costume Practicum
- THEA 185 - Theater Management Practicum

One additional practicum from above or

- THEA 140 - Theater Performance Practicum

Required cognate (choose one of the following) (3 credits)

- ENGL 214 - The Classical Tradition
- ENGL 241 - Shakespeare
- ENGL 342 - Shakespeare: Histories and Comedies
- ENGL 343 - Shakespeare: Tragedies and Late Plays
- ENGL 353 - Modern European Drama
- ENGL 356 - Modern American Drama

Total minimum credits: 43

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Communication Studies, Theater Education Concentration, BA**

**Department: Theater and Dance**

### **Required Courses**

- THEA 115 - Play Production
- THEA 157 - Movement for the Actor
- THEA 211 - Voice Production for Theatre
- THEA 220 - Play Analysis for Production
- THEA 226 - Children's Theater
- THEA 230 - Creative Dramatics
- THEA 242 - Acting I
- THEA 272 - Scenography I
- THEA 280 - Theater Management
- THEA 326 - Children's Theater Tour
- THEA 421 - Theater History I or
- THEA 422 - Theater History II
- THEA 430 - Playwriting
- THEA 431 - Directing I

One credit each in (3 credits)

- THEA 170 - Technical Theater Practicum
- THEA 172 - Theater Costume Practicum
- THEA 185 - Theater Management Practicum

### **Cognate Courses**

- ENGL 253 - Non-Western Literature
- ENGL 356 - Modern American Drama

One course from the following (3 credits)

- ENGL 241 - Shakespeare
- ENGL 335 - Elizabethan and Jacobean Drama
- ENGL 342 - Shakespeare: Histories and Comedies
- ENGL 343 - Shakespeare: Tragedies and Late Plays

Total minimum credits: 51

### **Education Requirements**

Students seeking licensure as Teacher of Theater must declare a minor in secondary (high school, grades 8-12; middle school, grades 5-8; or PreK-12 specialist) education and complete the following courses in the minor.

- EDHM 210 - Introduction to Teaching \*
- EDHM 235 - Learning and Motivation
- EDHM 335 - Assessment and Planning
- EDHM 445 - Content Area Reading, Writing and Study Skills
- EDHM 490 - Teaching Practicum
- PSYC 227 - Developmental Psychology
- SPED 203 - Cultural Diversity Issues in School and Society

An appropriate "strategies for teaching" course (3 credits)

Note(s):

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits in secondary education minor: 33

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **■ COMPUTER SCIENCE**

### **Computer Science, BS**

**Department: Computer Science**

**Grade Requirement**

Not more than one grade in the "D" range ("D+", "D," "D-") among the four courses COMP 151, COMP 152, COMP 206 and COMP 330 shall be accepted in partial fulfillment of the requirements of the major in computer science. A student receiving a second "D" in one of the above must repeat the course with the higher number and receive a "C-" or better before being allowed to enroll in other computer science courses.

#### **Required Courses**

- COMP 151 - Computer Science I
- COMP 152 - Computer Science II
- COMP 206 - Introduction to Computer Organization
- COMP 330 - Data Structures and Algorithms
- COMP 340 - Organization of Programming Languages
- COMP 350 - Operating Systems
- COMP 430 - Computer Networks
- COMP 435 - Analysis of Algorithms
- COMP 442 - Object-Oriented Software Engineering (CWRM)
- COMP 470 - Introduction to Artificial Intelligence
- MATH 120 - Introduction to Linear Algebra
- MATH 130 - Discrete Mathematics I
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II
- MATH 200 - Probability and Statistics

At least four elective courses must be selected from the following (12 credits)

Any COMP courses at the 300-400 level (except COMP 410 Database Applications and those required above)

- MATH 415 - Numerical Analysis
- PHYS 442 - Digital Electronics I

12 credit hours in the natural sciences including one of the following sequences (12 credits)

- BIOL 121 - General Biology I
- BIOL 122 - General Biology II
- CHEM 131 - Survey of Chemistry I
- CHEM 132 - Survey of Chemistry II
- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- PHYS 181 - Elements of Physics I
- PHYS 182 - Elements of Physics II
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II

Note(s):

Any computer science major who has successfully completed COMP 152 will not be allowed to take COMP 100 or COMP 105 for academic credit.

Total minimum credits: 71

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



## ■ Criminal Justice

### Criminal Justice, BS

#### Department: Criminal Justice

The Bachelor of Science in Criminal Justice provides students with a solid background in criminal justice and criminology, enabling them to develop a broad understanding of crime and the criminal justice system. The department developed the criminal justice program to meet the standards for criminal justice programs designed by the Massachusetts Board of Higher Education (BHE). The same standards are also affirmed by the Academy of Criminal Justice (ACJS). Program standards emphasize the development of skills in critical thinking, communications, conceptualizing ideas and understanding criminal justice data. Students take courses in seven broad areas identified by the BHE as essential for criminal justice programs: 1) Administration of Justice; 2) Crime Theory; 3) Law Enforcement; 4) Criminal Law; 5) Corrections; 6) Ethics; and 7) Research and Analytic Methods.

#### Required Courses

- CRJU 201 - Introduction to Criminal Justice
- CRJU 202 - Introduction to Crime Theory
- CRJU 331 - Police, Community and Society
- CRJU 335 - Criminal Law and the Courts
- CRJU 354 - Corrections
- CRJU 406 - Ethics and the Criminal Justice System
- CRJU 410 - Applied Crime Theory in Criminal justice (CWRM)
- CRJU 420 - Advanced Research Methods in Criminal Justice
- CRJU 430 - Analyzing Criminal Justice Data

One course from the following (3 credits)

- CRJU 358 - Race, Class, Crime and Justice
- CRJU 369 - Gender, Crime and Justice
- CRJU 371 - Sex Crimes
- CRJU 388 - Hate Crime
- CRJU 404 - Media, Justice and Crime
- CRJU 425 - Comparative Crime and Deviance

One course from the following (3 credits)

- CRJU 496 - Seminar: Critical Issues in Crime and Justice
- CRJU 497 - Research
- CRJU 498 - Internship in Criminal Justice (only three credits will count toward the major)

#### Elective Requirements

Two courses from the following (6 credits)

- CRJU 213 - The Juvenile Justice System
- CRJU 227 - Deviance and Social Control
- CRJU 241 - Women and Violence
- CRJU 255 - Juvenile Delinquency
- CRJU 271 - Crime Victims and the Political Process
- CRJU 323 - Comparative Legal Systems in a Global Context
- CRJU 324 - Law, Justice and Society
- CRJU 325 - Political Theory and the Justice System
- CRJU 332 - History of Policing in America
- CRJU 334 - White Collar Crime
- CRJU 339 - Violence, Guns and Society
- CRJU 346 - Criminal Procedure
- CRJU 347 - Restorative Justice
- CRJU 358 - Race, Class, Crime and Justice (if not taken above)
- CRJU 359 - Technology and Crime Control
- CRJU 381 - Privatization in Criminal Justice
- CRJU 385 - Victimology
- CRJU 388 - Hate Crime (if not taken above)
- CRJU 399 - Special Topics in Criminal Justice (3 credits only)
- CRJU 404 - Media, Justice and Crime (if not taken above)
- CRJU 425 - Comparative Crime and Deviance (if not taken above)
- CRJU 426 - Ethnography and Crime Analysis

- CRJU 441 - Homicide
- CRJU 485 - Honors Thesis
- CRJU 499 - Directed Study in Criminal Justice (6 credits)
- PSYC 269 - Psychology of Criminal Behavior

#### Cognate Courses

One course from the following (3 credits)

- ECON 325 - The Economy of Crime
- ECON 340 - Law and Economics
- HEAL 405 - Drugs in Society
- PHIL 222 - Philosophy of Law
- PHIL 403 - Ethics and Action
- POLI 285 - Law and the Judicial Process
- POLI 341 - Constitutional Law and Politics: The Powers of Government
- POLI 342 - Constitutional Law and Politics: The First Amendment
- POLI 343 - Constitutional Law and Politics: Liberty and Equality
- POLI 344 - Constitutional Law and Politics: Rights of the Accused
- POLI 389 - Racial Politics in the United States
- PSYC 269 - Psychology of Criminal Behavior (if not taken as a criminal justice elective)
- PSYC 370 - Abnormal Psychology
- PSYC 474 - Forensic Psychology
- SOCI 213 - Family Violence
- SOCI 228 - Criminology
- SOCI 310 - Women and Crime

Total minimum credits: 42

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Criminal Justice, Victimology Concentration, BS**

### **Department: Criminal Justice**

This concentration allows criminal justice majors to develop knowledge in and the capacity to work with issues affecting crime victims. By gaining insight into the issues of victimization, students will gain an understanding of the theories and types of victimization, policies related to crime victims, the role of restorative justice in healing crime victims, and careers related to victim services.

#### **Required Courses**

- CRJU 201 - Introduction to Criminal Justice
- CRJU 202 - Introduction to Crime Theory
- CRJU 331 - Police, Community and Society
- CRJU 335 - Criminal Law and the Courts
- CRJU 354 - Corrections
- CRJU 406 - Ethics and the Criminal Justice System
- CRJU 410 - Applied Crime Theory in Criminal Justice
- CRJU 420 - Advanced Research Methods in Criminal Justice
- CRJU 430 - Analyzing Criminal Justice Data

Senior Project (3 credits)

Choose one of the following courses

- CRJU 496 - Seminar: Critical Issues in Crime and Justice
- CRJU 497 - Research
- CRJU 498 - Internship in Criminal Justice

Additional Course Requirements

- CRJU 271 - Crime Victims and the Political Process
- CRJU 347 - Restorative Justice
- CRJU 385 - Victimology

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

Total minimum credits: 39

## **■ EARLY CHILDHOOD EDUCATION**

### **Early Childhood Education, Early Childhood, BSE**

#### **Department: Elementary and Early Childhood Education**

Students who wish to be early childhood teachers are required to select a major in early childhood education as well as a major in the liberal arts or sciences. A major in liberal arts or sciences is a requirement of the Commonwealth of Massachusetts.

The Department of Elementary and Early Childhood Education offers a major in early childhood education for public school licensure, which enables the student to prepare for career opportunities with young children from infancy through age 8. Students are provided with professional preparation in understanding stages of child growth and development, curriculum planning, teaching procedures and program evaluation.

Students seeking public school licensure must apply for admission and be accepted into professional education after completion of ECED 230 and before the professional semester. ECED 230 must be taken prior to official acceptance into a professional education program.

The Commonwealth of Massachusetts requires three Massachusetts Tests for Educator Licensure® (MTEL) for Early Childhood PreK-K (public school) licensure: Communication and Literacy, Early Childhood and the Foundations of Reading. All three of these exams must be passed as a prerequisite to professional semester courses.

All matriculated day students seeking this Early Childhood Education degree must take the professional semester as a block of courses and must register with the department. These courses are usually taken the semester prior to student teaching. Part-time students should contact the department concerning special scheduling arrangements.

Students seeking professional licensure should consult the section of this catalog entitled "College of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course ECED 230, 15 hours at a preschool or kindergarten level and 25 hours at the primary level (grades 1 or 2). An additional 40 hours is attached to the professional courses. Undergraduates who are not taking these courses together in a professional block must meet with their professor to plan appropriate prepractica experiences.

After completing all education professional courses, students must complete a full-time, semester-long student teaching experience in a local school under the joint supervision of a university supervisor and a supervising practitioner.

Students successfully completing this program will be eligible to meet Commonwealth of Massachusetts teacher initial licensure requirements for the Early Childhood Teacher of Students With or Without Disabilities (PreK-2) license.

**Requirements**

- ECED 230 - The Basics of Early Childhood Education \*
- \*To be completed prior to admission to professional education and enrollment in upper-division education (300-level) courses.
- ECED 280 - Creative Techniques in Early Childhood
- ECED 311 - Science and Social Studies Inquiry for the Young Child
- ECED 332 - Reading Development for the Young Child
- ECED 342 - Language Arts for the Young Child (CWRM)
- ECED 352 - Developmental Mathematics for the Young Child
- ECED 361 - Creating an Effective Early Childhood Environment
- ECED 496 - Supervised Teaching in Public Schools: Early Childhood (6 credits)
- ECED 497 - Supervised Teaching in an Integrated Early Childhood Setting (6 credits)

**Additional Requirements**

- ELED 120 - Child Study in the Early Childhood and Elementary Education Classroom
- or PSYC 224 - Child Psychology
- SPED 203 - Cultural Diversity Issues in School and Society
- SPED 211 - The Early Childhood Learner with Special Needs

Total minimum credits: 42

**Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Early Childhood Education, Early Education and Care (PreK-K) (Non-Public School Licensure) Concentration, BSE

### Department: Elementary and Early Childhood Education

The Department of Elementary and Early Childhood Education offers a concentration in Early Education and Care (PreK-K), which enables students to prepare for career opportunities with young children from infancy to age 6. Students are provided with professional preparation in understanding the developmental stages of very young children, effective curriculum planning, teaching methodology and program evaluation.

The concentration in Early Education and Care (PreK-K) requires a 2.5 GPA in the major and does not lead to public school licensure. This concentration will meet all current and projected requirements of the Department of Early Education and Care. This concentration does not require a second major or passing the Massachusetts Tests for Educator Licensure® (MTEL), as is the case with public school licensure. The following courses are required to complete the Early Childhood major with a concentration in Early Education and Care (PreK-K).

### Required Education Courses

- ECED 230 - The Basics of Early Childhood Education
- ECED 280 - Creative Techniques in Early Childhood
- ECPK 320 - Language Development and Early Literacy (PreK-K)  
Or all three of the one credit modules:
- ECPK 301 - Early Childhood Language Development
- ECPK 302 - Language, Culture and Cognition (PreK-K)
- ECPK 303 - Facilitating Early Literacy (PreK-K)
- ECPK 321 - Project-Based, Standards-Rich Learning in Early Childhood (PreK-K)  
Or all three of the one-credit modules:
- ECPK 304 - Project-Based Learning in Early Childhood (PreK-K)
- ECPK 305 - Math-Rich Learning in Early Childhood (PreK-K)
- ECPK 306 - Science-Rich Learning in Early Childhood (PreK-K)
- ECPK 322 - Observation and Assessment in Early Childhood (PreK-K)
- ECPK 323 - Managing Positive Environments for Children (PreK-K)
- ECPK 490 - Mentored Program Observation, PreK-K (CWRM)
- ECPK 491 - Mentored Performance Fieldwork I (PreK-K)
- ECPK 492 - Mentored Performance Fieldwork II (PreK-K) (6 credits)

### Additional Requirements

- ELED 120 - Child Study in the Early Childhood and Elementary Education Classroom
- or PSYC 224 - Child Psychology
- SPED 203 - Cultural Diversity Issues in School and Society
- SPED 211 - The Early Childhood Learner with Special Needs

### Choose one of the following (3 credits)

- PSYC 230 - Cross-Cultural Psychology
- SCWK 270 - Social Work Issues of Diversity and Oppression
- SCWK 334 - Intervention with Family Systems
- SOCI 203 - The Family

Total minimum credits: 42

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ EARTH SCIENCES

## Earth Sciences, BA

**Department: Geological Sciences**

### Grade Requirement

A minimum grade of "C-" or better is required in all earth science courses and cognates to fulfill the requirements of this program.

#### Earth Science Core Courses

- GEOL 225 - Geodynamics
- GEOL 250 - Geomorphology
- GEOL 260 - Mineralogy
- GEOL 350 - Structural Geology
- GEOL 360 - Igneous and Metamorphic Petrology (CWRM)
- GEOL 370 - Sedimentary Geology
- GEOL 470 - Earth Systems History

#### Earth Science Electives

Two geological sciences courses at the 200, 300, or 400 level (6-8 credits)

Note(s):

An overall maximum of six credits from GEOL 497, GEOL 498 and GEOL 499 may be applied toward this requirement. GEOL 496 - Seminar in Geology may not be applied toward this requirement.

### Cognate Requirements

- MATH 150 - Precalculus with Trigonometry
- Two additional laboratory courses selected from chemistry, physics, biology or geological sciences (8 credits)

Total minimum credits: 46

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Earth Sciences, BS

**Department: Geological Sciences**

### Grade Requirement

A minimum of "C-" is required in all courses used to fulfill the major requirements of this program.

#### Earth Science Core Courses

- GEOL 225 - Geodynamics
- GEOL 250 - Geomorphology
- GEOL 260 - Mineralogy
- GEOL 350 - Structural Geology
- GEOL 360 - Igneous and Metamorphic Petrology (CWRM)
- GEOL 370 - Sedimentary Geology
- GEOL 470 - Earth Systems History

#### Earth Science Electives

Three geological sciences elective courses at the 200, 300, or 400 level (10-12 credits)

Notes:

Students anticipating a secondary education teaching career are encouraged to select their electives from the following courses, the content of which is an integral part of MTEL® (Massachusetts Test for Educator Licensure) in earth science.

GEOL 210 - Oceanography

GEOL 215 - Solar System Astronomy

GEOL 240 - Hydrology

GEOG 221 - Meteorology

An overall maximum of three credits from GEOL 497 - Research in Geology, GEOL 498 - Internship in Earth Science and GEOL 499 - Directed Study in Earth Science may be applied toward this requirement. GEOL 496 - Seminar in Geology may not be applied toward this requirement.

### Cognate Requirements

- CHEM 141 - Chemical Principles I
  - CHEM 142 - Chemical Principles II
  - PHYS 181 - Elements of Physics I
  - PHYS 182 - Elements of Physics II
- or

- PHYS 243 - General Physics I
- PHYS 244 - General Physics II
- MATH 141 - Elements of Calculus I
- MATH 142 - Elements of Calculus II
- or
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II

Total minimum credits: 60

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



## Earth Sciences, Environmental Geosciences Concentration, BS

### Department: Geological Sciences

This concentration is designed to provide students with a fundamental understanding of earth processes as well as the specific tools they will employ as environmental geoscience professionals. Career opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. The selection of appropriate elective courses within the major as well as in the cognate disciplines of biology and chemistry will prepare the student for environmental work related to the detection and monitoring of pollutants as well as for remediation of affected areas.

### Grade Requirement

A minimum grade of "C-" is required in the core courses and the cognates to fulfill the requirements of the program.

### Requirements

- GEOL 225 - Geodynamics
- GEOL 250 - Geomorphology
- GEOL 260 - Mineralogy
- GEOL 350 - Structural Geology
- GEOL 360 - Igneous and Metamorphic Petrology (CWRM)
- GEOL 370 - Sedimentary Geology
- GEOL 470 - Earth Systems History

Other geological sciences courses required

- GEOL 240 - Hydrology
- Two additional geological sciences elective courses at the 300 or 400 level

### Notes:

An overall maximum of three credits from GEOL 497 - Research in Geology, GEOL 498 - Internship in Earth Science, and GEOL 499 - Directed Study in Earth Science may be applied toward this requirement. GEOL 496 - Seminar in Geology may not be applied toward this requirement.

### Cognate requirements

- CHEM 141 - Chemical Principles I
  - CHEM 142 - Chemical Principles II
  - MATH 141 - Elements of Calculus I
  - MATH 142 - Elements of Calculus II
- or
- MATH 161/161E - Single Variable Calculus I
  - MATH 162 - Single Variable Calculus II
- PHYS 181 - Elements of Physics I
  - PHYS 182 - Elements of Physics II
- or
- PHYS 243 - General Physics I
  - PHYS 244 - General Physics II
- or
- Two approved biology courses

Students are also encouraged to take the following courses

- BIOL 117 - Environmental Biology
- BIOL 225 - General Ecology
- BIOL 327 - Wetlands Ecology
- CHEM 343 - Organic Chemistry I
- CHEM 344 - Organic Chemistry II

Total minimum credits: 58

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Earth Sciences, Geology Concentration, BS

### Department: Geological Sciences

### Grade Requirement

A minimum grade of "C-" is required in the core courses and the cognates to fulfill the requirements for this program.

Earth Sciences Core Courses

- GEOL 225 - Geodynamics

- GEOL 250 - Geomorphology
- GEOL 260 - Mineralogy
- GEOL 350 - Structural Geology
- GEOL 360 - Igneous and Metamorphic Petrology (CWRM)
- GEOL 370 - Sedimentary Geology
- GEOL 470 - Earth Systems History

#### **Earth Science Elective**

Three additional geological sciences electives at the 300 and 400 level (11-12 credits)

Note(s): An overall maximum of three credits from GEOL 497 - Research in Geology, GEOL 498 - Internship in Earth Science and GEOL 499 - Directed Study in Earth Science may be applied toward this requirement. GEOL 496 - Seminar in Geology may not be applied toward this requirement.

#### **Cognate Courses**

- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- PHYS 181 - Elements of Physics I
- PHYS 182 - Elements of Physics II
- or
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II
- MATH 141 - Elements of Calculus I
- MATH 142 - Elements of Calculus II
- or
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II

Total minimum credits: 59

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ▪ ECONOMICS

### **Economics, BS**

#### **Department: Economics**

The major in economics is a comprehensive program that enables students to become familiar with many aspects of the economy and provides them with training in economic analysis and problem-solving techniques. A strong background in economic theory will prepare students for entry into fields such as banking, finance, business, politics and real estate.

#### **Requirements**

- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 201 - Intermediate Microeconomic Theory and Policy
- ECON 205 - Intermediate Macroeconomic Theory and Policy
- ECON 210 - Statistics for Economics and Business

Plus five 300-level or higher economics courses (15 credits)

Total minimum credits: 30

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ▪ ELEMENTARY EDUCATION

### **Elementary Education, BSE**

#### **Department: Elementary and Early Childhood Education**

Students who wish to be elementary teachers are required to select a major in elementary education as well as a major in the liberal arts or sciences. A major in liberal arts or sciences is a requirement of the Commonwealth of Massachusetts.

Students must apply for admission and be accepted into professional education after completion of ELED 220 Introduction to Elementary Education and before the professional semester. ELED 220 is the only required education course in which students can enroll prior to official acceptance into a professional education program.

The Commonwealth of Massachusetts requires three Massachusetts Tests for Educator Licensure® (MTEL) for Elementary licensure: Communication and Literacy, General Curriculum (Elementary) and the Foundations of Reading. All three of these exams must be passed as a prerequisite to professional semester courses.

All matriculated undergraduate elementary education degree seeking students must take the professional semester as a block of courses and must register with the department. These courses are usually taken the semester prior to student teaching.

All undergraduate students seeking licensure must consult the section of this catalog entitled "College of Education and Allied Studies" for information pertaining to admission to a professional education program and the State Regulations for the Licensure of Educational Personnel and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course ELED 220. An additional 40 hours is attached to the professional courses. Undergraduates who are not taking these courses together in a professional block must meet with their professor to plan appropriate prepractica experiences.

After completing all education methods courses, students must complete a full-time, semester-long student teaching experience in a local school under the joint supervision of a university supervisor and a supervising practitioner.

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in elementary education (1-6).

This program has been approved by the Massachusetts Department of Elementary and Secondary Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

#### **Requirements**

- ENGL 254 - Literature for Elementary Education Majors (Students who double major in Elementary Education and English are not required to take ENGL 254)
- GEOG 151 - Human Geography
- HIST 131 - World History to 1500
- HIST 221 - United States History and Constitutions to 1865
- MATH 112 - Mathematics for Elementary Teachers I
- MATH 113 - Mathematics for Elementary Teachers II
- MATH 114 - Mathematics for Elementary Teachers III
- POLI 172 - Introduction to American Government
- ELED 120 - Child Study in the Early Childhood and Elementary Education Classroom
- or PSYC 224 - Child Psychology

**NOTE:** Some of the required courses listed above also fulfill certain Core Curriculum Requirements.

- ELED 220 - Introduction to Elementary Education \*
- \*To be completed prior to admission to professional education and enrollment in upper-division education (300-level) courses.
- ELED 300 - Elementary Art Methods
- ELED 313 - Teaching Science in the Elementary School
- ELED 330 - Teaching Reading in the Elementary School
- ELED 344 - Teaching Language Arts and Social Studies in the Elementary Classroom
- ELED 350 - Teaching Mathematics in the Elementary School
- ELED 360 - Teaching in a Standards-Based, Inclusive Elementary Classroom
- ELED 492 - Supervised Teaching in Public Schools: Elementary (12 credits)

Total minimum credits: 57.5

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Elementary Education, Dual Licensure Concentration, BSE (Leading to Special Education, Teacher of Students with Moderate Disabilities (PreK-8) (Initial Licensure), MEd**

Departments: Elementary and Early Childhood Education Special Education and Communication Disorders

The Dual License Program is a joint program between the Department of Elementary and Early Childhood Education and the Department of Special Education and Communication Disorders.

The Dual License Program leads to both a BSE in Elementary Education with Initial License in Elementary Education and an MEd in Special Education with endorsement for Initial License as a Teacher of Students with Moderate Disabilities (PreK-8).

The purpose of the program is to develop general education teachers and special education teachers who have an in-depth understanding of both special education and the elementary school classroom. Students interested in this program should also review the rules for the Elementary Education, BSE. These rules also apply to this program.

### **Undergraduate Program Requirements**

Students must complete a liberal arts or science major.

### **Cognate Requirements**

- ENGL 254 - Literature for Elementary Education Majors (Students who double major in Elementary Education and English are not required to take ENGL 254)
- GEOG 151 - Human Geography
- HIST 131 - World History to 1500
- HIST 221 - United States History and Constitutions to 1865
- MATH 112 - Mathematics for Elementary Teachers I
- MATH 113 - Mathematics for Elementary Teachers II
- MATH 114 - Mathematics for Elementary Teachers III
- POLI 172 - Introduction to American Government
- PSYC 224 - Child Psychology
- or ELED 120 - Child Study in the Early Childhood and Elementary Education Classroom

**NOTE:** Some of the required courses listed above also fulfill certain Core Curriculum Requirements.

Additional undergraduate program requirements

- SPED 202 - Introduction to Special Education \*
- \*To be completed prior to admission to professional education and enrollment in upper-division education (300-level) courses.
- SPED 203 - Cultural Diversity Issues in School and Society
- ELED 313 - Teaching Science in the Elementary School
- ELED 330 - Teaching Reading in the Elementary School
- ELED 340 - Teaching Language Arts in the Elementary School
- ELED 350 - Teaching Mathematics in the Elementary School
- ELED 360 - Teaching in a Standards-Based, Inclusive Elementary Classroom
- or SPED 217 - Meeting the Needs of All Learners
- ELED 492 - Supervised Teaching in Public Schools: Elementary (6 credits)
- SPED 404 - Student Teaching Practicum: Inclusion Program (PreK-8) (6 credits)

Total minimum undergraduate credits: 60

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### **Graduate Program Requirements**

Students must complete the following courses.

- GRPP 501 - Graduate Program Planning
- EDMC 530 - The Teacher as Researcher
- SPED 501 - Professional Practices in Special Education
- SPED 504 - Applied Curriculum Development for Learners with Special Needs: PreK-8
- SPED 517 - Language Skills for Special Needs Learners
- SPED 518 - Reading Strategies in Special Education
- SPED 530 - Assessment Procedures in Special Education
- SPED 550 - Seminar in Special Education
- SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 575 - Behavior Interventions in Special Education
- SPED 594 - Practicum: Moderate Disabilities (PreK-8) (6 or 12 credits)

Total minimum graduate credits: 34

## ▪ ENGLISH

### English, BA

#### Department: English

#### Grade Requirement

Majors must achieve a grade of "C" or above in ENGL 101 Writing Rhetorically and ENGL 102 Writing Rhetorically with Sources. Credit earned for ENGL 101 and ENGL 102 may not be applied to the major.

The Department of English will permit a major to use only one passing grade below "C-" to satisfy requirements in the English major. An additional grade below "C-" will require the major to take another English course.

#### Required Courses

- ENGL 203 - Writing About Literature
- ENGL 223 - Survey of British Literature to 1800
- ENGL 234 - Survey of American Literature

Complete one course in pre-1800 British literature from the following (3 credits)

- ENGL 314 - Medieval English Literature
- ENGL 320 - Chaucer
- ENGL 321 - The Age of Pope: 1660-1740
- ENGL 322 - The Age of Johnson: 1740-1800
- ENGL 335 - Elizabethan and Jacobean Drama
- ENGL 340 - Literature of the English Renaissance
- ENGL 341 - Literature of the Continental Renaissance
- ENGL 342 - Shakespeare: Histories and Comedies
- ENGL 343 - Shakespeare: Tragedies and Late Plays
- ENGL 360 - The English Novel I
- ENGL 370 - 17th-Century Literature
- ENGL 380 - Milton

Complete one course in post-1800 British literature from the following (3 credits)

- ENGL 312 - Modern British Fiction
- ENGL 350 - Recent British Fiction
- ENGL 354 - 20th-Century British Drama
- ENGL 361 - The English Novel II
- ENGL 365 - Victorian Prose and Poetry
- ENGL 367 - English Literature of the Late Victorian and Edwardian Periods
- ENGL 377 - Post-Colonial Literature and Theory
- ENGL 381 - Irish Literature I
- ENGL 382 - Irish Literature II
- ENGL 386 - English Romantic Poets
- ENGL 393 - Modern British Poetry

Complete one course in American literature from the following (3 credits)

- ENGL 309 - Early American Literature, Beginnings to 1820
- ENGL 315 - Ethnic American Literature
- ENGL 317 - African-American Literature I
- ENGL 318 - African-American Literature II
- ENGL 326 - Native American Writing and Rhetoric
- ENGL 329 - Modern American Fiction
- ENGL 330 - Recent American Fiction
- ENGL 331 - U.S. Literature in the 19th Century I
- ENGL 332 - U.S. Literature in the 19th Century II
- ENGL 333 - Realism and Naturalism
- ENGL 346 - Southern Literature
- ENGL 356 - Modern American Drama
- ENGL 357 - Recent American Drama
- ENGL 394 - Modern American Poetry
- ENGL 395 - Studies in Recent American Poetry

Complete one Senior Seminar from the following (3 credits)

Note(s): Each of these courses also fulfills the upper-level Writing Designated within the Major course requirement (CWRM).

- ENGL 493 - Seminar: Writing Studies
- ENGL 494 - Seminar: Special Topics
- ENGL 495 - Seminar: British Literature and Culture
- ENGL 496 - Seminar: American Literature and Culture
- ENGL 497 - Seminar: World Literatures and Cultures

Electives (15 credits)

Complete five additional 200-level or above elective courses in English (ENGL). At least two courses must be at the 300 level or above.

Note(s)

Topical courses may fulfill some of the above requirements with the consent of the department chairperson. Topics will be announced prior to registration.

Total minimum credits: 36

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **English, English Education (High School, Middle School) Concentration, BA**

### **Departments: English Secondary Education and Professional Programs**

The English education concentration is designed for students who wish to pursue a career as a middle or high school English teacher. The concentration partially fulfills the requirements for the Massachusetts Initial Teacher Licensure, grades 5-8 or grades 8-12. Students seeking licensure must also complete a minor in Secondary Education. Students should also refer to the "Department of Secondary Education and Professional Programs" section of this catalog for specific licensure and minor requirements. The English education concentration fulfills all of the requirements of the English major.

### **Grade Requirement**

Majors must achieve a grade of "C" or above in ENGL 101 Writing Rhetorically and ENGL 102 Writing Rhetorically with Sources. Credit earned for ENGL 101 and ENGL 102 may not be applied to the major.

The Department of English will permit a major to use only one passing grade below "C-" to satisfy requirements in the English major. An additional grade below "C-" will require the major to take another English course.

### **Required Courses**

- ENGL 203 - Writing About Literature
- ENGL 223 - Survey of British Literature to 1800
- ENGL 234 - Survey of American Literature
- ENGL 301 - Writing and the Teaching of Writing

Complete one course in classical literature from the following (3 credits)

- ENGL 211 - Literary Classics of Western Civilization to 1600
- ENGL 214 - The Classical Tradition

Complete one course in language and linguistics from the following (3 credits)

- ENGL 305 - History of the English Language
- ENGL 323 - Introduction to Linguistics
- ENGL 324 - Language and Society

Complete one course in Shakespeare from the following (3 credits)

- ENGL 342 - Shakespeare: Histories and Comedies
- ENGL 343 - Shakespeare: Tragedies and Late Plays

Complete one course in culturally diverse literatures from the following (3 credits)

- ENGL 253 - Non-Western Literature
- ENGL 255 - East Asian Literature in Translation
- ENGL 315 - Ethnic American Literature
- ENGL 317 - African-American Literature I
- ENGL 318 - African-American Literature II
- ENGL 326 - Native American Writing and Rhetoric

Complete one course in modern British literature from the following (3 credits)

- ENGL 312 - Modern British Fiction
- ENGL 350 - Recent British Fiction
- ENGL 354 - 20th-Century British Drama



- ENGL 361 - The English Novel II
- ENGL 365 - Victorian Prose and Poetry
- ENGL 367 - English Literature of the Late Victorian and Edwardian Periods
- ENGL 381 - Irish Literature I
- ENGL 382 - Irish Literature II
- ENGL 386 - English Romantic Poets
- ENGL 393 - Modern British Poetry

Complete one course in American literature from the following (3 credits)

- ENGL 309 - Early American Literature, Beginnings to 1820
- ENGL 315 - Ethnic American Literature
- ENGL 317 - African-American Literature I
- ENGL 318 - African-American Literature II
- ENGL 329 - Modern American Fiction
- ENGL 330 - Recent American Fiction
- ENGL 331 - U.S. Literature in the 19th Century I
- ENGL 332 - U.S. Literature in the 19th Century II
- ENGL 333 - Realism and Naturalism
- ENGL 336 - American Modernism
- ENGL 346 - Southern Literature
- ENGL 356 - Modern American Drama
- ENGL 357 - Recent American Drama
- ENGL 394 - Modern American Poetry
- ENGL 395 - Studies in Recent American Poetry

Choose one Senior Seminar from the following (3 credits)

Note(s): Each of these seminar courses also fulfills the upper-level Writing Designated within the Major course requirement (CWRM).

- ENGL 493 - Seminar: Writing Studies
- ENGL 494 - Seminar: Special Topics
- ENGL 495 - Seminar: British Literature and Culture
- ENGL 496 - Seminar: American Literature and Culture
- ENGL 497 - Seminar: World Literatures and Cultures

Complete one elective English (ENGL) course (3 credits)

Complete the following cognate course (3 credits)

- LIBR 420 - Literature for Young Adults

Note(s)

Topical courses may fulfill some of these requirements with consent of the department chairperson. Topics will be announced prior to registration.

Total minimum credits: 39

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## English, Writing and Writing Studies Concentration, BA

### Department: English

The writing and writing studies concentration is designed to offer a student supervised writing throughout the university career. Students may select courses which emphasize applied writing (technical and business writing), creative writing or the teaching of writing.

### Grade Requirement

Majors must achieve a grade of "C" or above in ENGL 101 Writing Rhetorically and ENGL 102 Writing Rhetorically with Sources. Credit earned for ENGL 101 and ENGL 102 may not be applied to the major.

The Department of English will permit a major to use only one passing grade below "C-" to satisfy requirements in the English major. An additional grade below "C-" will require the major to take another English course.

### Required courses (12 credits)

- ENGL 226 - Writing about Writing  
This course should be completed first, before other courses in the concentration.
- ENGL 203 - Writing About Literature
- ENGL 223 - Survey of British Literature to 1800
- ENGL 234 - Survey of American Literature

### Pre-1800 British literature electives (3 credits)

Complete one course from the following:

- ENGL 314 - Medieval English Literature
- ENGL 320 - Chaucer
- ENGL 321 - The Age of Pope: 1660-1740
- ENGL 322 - The Age of Johnson: 1740-1800
- ENGL 335 - Elizabethan and Jacobean Drama
- ENGL 340 - Literature of the English Renaissance
- ENGL 341 - Literature of the Continental Renaissance
- ENGL 342 - Shakespeare: Histories and Comedies
- ENGL 343 - Shakespeare: Tragedies and Late Plays
- ENGL 360 - The English Novel I
- ENGL 370 - 17th-Century Literature
- ENGL 380 - Milton

### Post-1800 British literature electives (3 credits)

Complete one course from the following:

- ENGL 312 - Modern British Fiction
- ENGL 350 - Recent British Fiction
- ENGL 354 - 20th-Century British Drama
- ENGL 361 - The English Novel II
- ENGL 365 - Victorian Prose and Poetry
- ENGL 367 - English Literature of the Late Victorian and Edwardian Periods
- ENGL 377 - Post-Colonial Literature and Theory
- ENGL 381 - Irish Literature I
- ENGL 382 - Irish Literature II
- ENGL 386 - English Romantic Poets
- ENGL 393 - Modern British Poetry

### American literature electives (3 credits)

Complete one course from the following:

- ENGL 309 - Early American Literature, Beginnings to 1820
- ENGL 315 - Ethnic American Literature
- ENGL 317 - African-American Literature I
- ENGL 318 - African-American Literature II
- ENGL 326 - Native American Writing and Rhetoric
- ENGL 329 - Modern American Fiction
- ENGL 330 - Recent American Fiction
- ENGL 331 - U.S. Literature in the 19th Century I
- ENGL 332 - U.S. Literature in the 19th Century II
- ENGL 333 - Realism and Naturalism
- ENGL 346 - Southern Literature
- ENGL 356 - Modern American Drama

- ENGL 357 - Recent American Drama
- ENGL 394 - Modern American Poetry
- ENGL 395 - Studies in Recent American Poetry

#### Electives (9 credits)

Complete nine additional credit hours from the following:

- ENGL 200 - Personal and Public Writing
- ENGL 201 - Technical Writing I
- ENGL 202 - Business Communication
- ENGL 204 - Responding to Writing (one credit course; may be repeated for a maximum of three credits)
- ENGL 227 - Creative Nonfiction Writing Workshop
- ENGL 228 - Fiction Writing Workshop
- ENGL 229 - Poetry Writing Workshop
- ENGL 230 - Creative Writing
- ENGL 280 - The Journalistic Essay
- ENGL 301 - Writing and the Teaching of Writing
- ENGL 302 - Technical Writing II
- ENGL 303 - Writing Our Heritages
- ENGL 325 - Cultural Rhetorics
- ENGL 326 - Native American Writing and Rhetoric
- ENGL 371 - Advanced Creative Nonfiction Writing Workshop
- ENGL 372 - Advanced Fiction Writing Workshop
- ENGL 389 - Topics in Writing
- ENGL 390 - Theories of Writing
- ENGL 392 - Advanced Poetry Writing Workshop
- ENGL 396 - Rhetoric and Style
- ENGL 485 - Honors Thesis (with adviser approval, up to six credits may be applied toward the concentration)
- ENGL 498 - Internship in English
- ENGL 499 - Directed Study in English (with adviser approval, up to six credits may be applied toward the concentration)

#### Senior Seminar (3 credits)

Complete one course from the following:

- ENGL 493 - Seminar: Writing Studies (if not used to meet capstone requirement)
- ENGL 494 - Seminar: Special Topics
- ENGL 495 - Seminar: British Literature and Culture
- ENGL 496 - Seminar: American Literature and Culture
- ENGL 497 - Seminar: World Literatures and Cultures

Note: Each of these courses also fulfills the upper-level Writing Designated within the Major core requirement (CWRM).

#### Capstone (3 credits)

- ENGL 489 - Advanced Portfolio Workshop
- or
- ENGL 493 - Seminar: Writing Studies (if not used to satisfy senior seminar requirement)

Note: ENGL 489 or ENGL 493 should be taken after nine of the 15 credit hours in the concentration have been completed. Students may elect to take both courses and have both applied toward the concentration.

Total minimum credits: 36

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ GEOGRAPHY

### Geography, BA

#### Department: Geography

A major or minor in geography can provide a student with a way to examine the world with objectivity. Students can be trained to analyze the water-use and land-use opportunities in their communities, to understand the interrelated systems that keep the land and sea resources in balance, and to appreciate the varied ways in which people all over the world use those resources. Bridgewater State University graduates have found employment as planners, environmental analysts, teachers, market researchers, cartographers and administrators. Many of the geography majors have gone on to earn advanced degrees from leading graduate schools. Students are invited to meet with any of the geography faculty – Professors Clark, Domingo, Hayes–Bohanan, Hellström, Rao, Amey or Boellstorff—to discuss the program.

#### Required Courses

- GEOG 121 - Physical Geography
- GEOG 151 - Human Geography
- GEOG 211 - Cartography
- GEOG 213 - Geographic Information Systems (GIS) I
- GEOG 490 - Seminar in Geography (CWRM)
- MATH 110/MATH 110E - Elementary Statistics I

Any regional geography course (3 credits)

- GEOG 374 - Geography of the Middle East
- GEOG 375 - Geography of South Asia
- GEOG 376 - Geography of East Asia
- GEOG 381 - Geography of Latin America
- GEOG 383 - Geography of the United States
- GEOG 386 - Geography of Canada
- GEOG 388 - Geography of Africa

Program Electives (12 credits)

Complete any four additional courses chosen, in consultation with their advisers, from the following list

- GEOG 221 - Meteorology
- GEOG 222 - Climatology
- GEOG 314 - Satellite Image Processing Applications to the Environment
- GEOG 315 - Quantitative Geography
- GEOG 317 - Air Photo Interpretation — Remote Sensing
- GEOG 321 - Meteorology II
- GEOG 322 - Biogeography
- GEOG 323 - Water Resources
- GEOG 324 - Earth Surface Processes
- GEOG 331 - Geography of Environmental Problems
- GEOG 332 - Management and Preservation of the Natural Environment
- GEOG 333 - Geography of Environmental Justice
- GEOG 340 - Geography Materials and Methods
- GEOG 350 - Economic Geography
- GEOG 353 - Urban Geography
- GEOG 355 - Political Geography
- GEOG 363 - Locational Analysis
- GEOG 365 - Geography of Transportation
- GEOG 374 - Geography of the Middle East
- GEOG 375 - Geography of South Asia
- GEOG 376 - Geography of East Asia
- GEOG 381 - Geography of Latin America
- GEOG 383 - Geography of the United States
- GEOG 386 - Geography of Canada
- GEOG 388 - Geography of Africa
- GEOG 400 - Special Topics in Geography
- GEOG 413 - Geographic Information Systems (GIS) II
- GEOG 422 - Online Weather Studies
- GEOG 431 - Environmental Regulations

- GEOG 441 - Geographic Frameworks
- GEOG 462 - Principles of Urban Planning
- GEOG 463 - Applications in Urban Planning
- GEOG 497 - Undergraduate Research in Geography
- GEOG 498 - Internship in Geography or Planning
- GEOG 499 - Directed Study in Geography

Additional Courses (6 credits)

- GEOG 340 - Geography Materials and Methods
- GEOG 441 - Geographic Frameworks

Total minimum credits: 42

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Geography, BS**

### **Department: Geography**

A major or minor in geography can provide a student with a way to examine the world with objectivity. Students can be trained to analyze the water-use and land-use opportunities in their communities, to understand the interrelated systems that keep the land and sea resources in balance, and to appreciate the varied ways in which people all over the world use those resources. Bridgewater State University graduates have found employment as planners, environmental analysts, teachers, market researchers, cartographers and administrators. Many of the geography majors have gone on to earn advanced degrees from leading graduate schools. Students are invited to meet with any of the geography faculty – Professors Clark, Domingo, Hayes–Bohanan, Hellström, Rao, Amey or Boellstorff—to discuss the program.

### **Required Courses (21 credits)**

- GEOG 121 - Physical Geography
- GEOG 151 - Human Geography
- GEOG 211 - Cartography
- GEOG 213 - Geographic Information Systems (GIS) I
- GEOG 490 - Seminar in Geography (CWRM)
- MATH 110/MATH 110E - Elementary Statistics I

Any regional geography course (3 credits)

- GEOG 374 - Geography of the Middle East
- GEOG 375 - Geography of South Asia
- GEOG 376 - Geography of East Asia
- GEOG 381 - Geography of Latin America
- GEOG 383 - Geography of the United States
- GEOG 386 - Geography of Canada
- GEOG 388 - Geography of Africa

Additional Courses (7 credits)

- GEOG 315 - Quantitative Geography
- GEOG 413 - Geographic Information Systems (GIS) II

Students seeking a BS in Geography are strongly encouraged to complete

- GEOG 498 - Internship in Geography or Planning

Program Electives (12 credits)

Four additional courses chosen, in consultation with the student's adviser, from the following list

- GEOG 221 - Meteorology
- GEOG 222 - Climatology
- GEOG 314 - Satellite Image Processing Applications to the Environment
- GEOG 315 - Quantitative Geography
- GEOG 317 - Air Photo Interpretation — Remote Sensing
- GEOG 321 - Meteorology II
- GEOG 322 - Biogeography
- GEOG 323 - Water Resources
- GEOG 324 - Earth Surface Processes

- GEOG 331 - Geography of Environmental Problems
- GEOG 332 - Management and Preservation of the Natural Environment
- GEOG 333 - Geography of Environmental Justice
- GEOG 340 - Geography Materials and Methods
- GEOG 350 - Economic Geography
- GEOG 353 - Urban Geography
- GEOG 355 - Political Geography
- GEOG 363 - Locational Analysis
- GEOG 365 - Geography of Transportation
- GEOG 374 - Geography of the Middle East
- GEOG 375 - Geography of South Asia
- GEOG 376 - Geography of East Asia
- GEOG 381 - Geography of Latin America
- GEOG 383 - Geography of the United States
- GEOG 386 - Geography of Canada
- GEOG 388 - Geography of Africa
- GEOG 400 - Special Topics in Geography
- GEOG 413 - Geographic Information Systems (GIS) II
- GEOG 422 - Online Weather Studies
- GEOG 431 - Environmental Regulations
- GEOG 441 - Geographic Frameworks
- GEOG 462 - Principles of Urban Planning
- GEOG 463 - Applications in Urban Planning
- GEOG 497 - Undergraduate Research in Geography
- GEOG 498 - Internship in Geography or Planning
- GEOG 499 - Directed Study in Geography

Total minimum credits: 43

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ HEALTH STUDIES

### Health Studies, BS

#### Department: Movement Arts, Health Promotion and Leisure Studies

Health studies can lead to the improved health status of individuals, families and communities. It involves the use of systematic strategies to improve health knowledge, attitudes, skills and behaviors. Health studies graduates work in schools, public health agencies, voluntary nonprofit organizations, hospitals, colleges and universities, business and industries.

The health studies major is designed to guide students through learning experiences that emphasize the multiple dimensions of health, and draws on the behavioral and natural sciences as well as health science and public health. The major prepares students to design, implement and evaluate scientifically and methodologically sound health studies experiences, and to equip students with the professional skills that will enable them to be proficient practitioners.

Students wishing to pursue teaching licensure in health/family and consumer sciences must meet the criteria for admission to professional education programs as well as declare a minor in secondary education. Those interested in teacher licensure should refer to the "Secondary Education and Professional Programs" section of this catalog.

#### Grade Requirement

Students must achieve a grade of "C-" or higher in all required courses, including cognates, and must repeat any of those required courses or cognates for which they receive a grade lower than "C-."

#### Core Health Courses

- HEAL 200 - Principles and Practices of Health Education
- HEAL 315 - School and Community Health
- HEAL 385 - Epidemiology: The Study of Diseases
- HEAL 450 - Health Promotion Strategies
- HEAL 451 - Program Planning in Health Promotion (CWRM)
- HEAL 490 - Senior Seminar in Health Education

#### Cognate Courses

- BIOL 251 - Human Anatomy and Physiology I
- BIOL 252 - Human Anatomy and Physiology II

#### Health Courses

Choose five from the following (15 credits)

- HEAL 210 - Issues in Male Health
- HEAL 401 - Human Sexuality
- HEAL 404 - Cultural Diversity in Health and Disease
- HEAL 405 - Drugs in Society
- HEAL 406 - Health Behavior Management
- HEAL 407 - Stress Management
- HEAL 420 - Women's Health Issues
- HEAL 471 - Nutrition
- HEAL 477 - Environmental and Consumer Health
- HEAL 484 - Death and Dying Education

Total minimum credits: 39

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Health Studies, Community Health Concentration, BS

#### Department: Movement Arts, Health Promotion and Leisure Studies

#### Grade Requirement

Students must achieve a grade of "C-" or higher in all required courses, including cognates, and must repeat any of those required courses or cognates for which they receive a grade lower than "C-."

#### Core Health Courses

- HEAL 200 - Principles and Practices of Health Education
- HEAL 315 - School and Community Health
- HEAL 360 - Health Care in the U.S.



- HEAL 385 - Epidemiology: The Study of Diseases
- HEAL 450 - Health Promotion Strategies
- HEAL 451 - Program Planning in Health Promotion (CWRM)
- HEAL 452 - Evaluation and Research in Health Promotion
- HEAL 490 - Senior Seminar in Health Education

#### Cognate Courses

- BIOL 251 - Human Anatomy and Physiology I
- BIOL 252 - Human Anatomy and Physiology II
- ENGL 201 - Technical Writing I

#### Additional Health Courses

Choose four courses from the following (12 credits)

- HEAL 210 - Issues in Male Health
- HEAL 401 - Human Sexuality
- HEAL 404 - Cultural Diversity in Health and Disease
- HEAL 405 - Drugs in Society
- HEAL 406 - Health Behavior Management
- HEAL 407 - Stress Management
- HEAL 420 - Women's Health Issues
- HEAL 471 - Nutrition
- HEAL 477 - Environmental and Consumer Health
- HEAL 484 - Death and Dying Education

#### Internship

- HEAL 498 - Field Experience in Health (7-9 credits)

Total minimum credits: 54

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Health Studies, School Health Concentration, BS

#### Department: Movement Arts, Health Promotion and Leisure Studies

#### Grade Requirement

Students must achieve a grade of "C-" or higher in all required courses, including cognates, and must repeat any of those required courses or cognates for which they receive a grade lower than "C-."

#### Core Health Courses

- HEAL 200 - Principles and Practices of Health Education
- HEAL 315 - School and Community Health
- HEAL 385 - Epidemiology: The Study of Diseases
- HEAL 450 - Health Promotion Strategies
- HEAL 451 - Program Planning in Health Promotion (CWRM)
- HEAL 490 - Senior Seminar in Health Education

#### Cognate Courses

- PSYC 227 - Developmental Psychology
- BIOL 251 - Human Anatomy and Physiology I
- BIOL 252 - Human Anatomy and Physiology II
- PHED 200 - Fitness for Life

#### Health Content Courses

- HEAL 300 - Current Issues in Health
- HEAL 401 - Human Sexuality
- HEAL 405 - Drugs in Society
- HEAL 407 - Stress Management
- HEAL 471 - Nutrition
- HEAL 477 - Environmental and Consumer Health

#### Education Courses

- EDHM 210 - Introduction to Teaching

- EDHM 235 - Learning and Motivation
- EDHM 335 - Assessment and Planning
- EDHM 445 - Content Area Reading, Writing and Study Skills
- SPED 203 - Cultural Diversity Issues in School and Society
- HEAL 491 - Field Based Pre-Practicum in Health
- HEAL 495 - Practicum in Student Teaching – Elementary Health (Health/Family and Consumer Science)
- HEAL 496 - Practicum in Student Teaching-Secondary Health (Health/Family and Consumer Science)

Note(s):

Students in the School Health Concentration must complete a minor in secondary education.

Total minimum credits: 77

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the “Undergraduate Academic Programs” section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

## ■ HISTORY

### History, BA

#### Department: History

#### Grade Requirement

No grade lower than a "C-" in a history (HIST) course may be used to fulfill the requirements of the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.

#### Required Courses

- HIST 221 - United States History and Constitutions to 1865
- HIST 222 - United States History and Constitutions since 1865

One course from the following (3 credits)

- HIST 111 - Western Civilization to the Reformation
- HIST 131 - World History to 1500

One course from the following (3 credits)

- HIST 112 - Western Civilization since the Reformation
- HIST 132 - World History since 1500

One course taken from each of the following areas (18 credits)

- Area III Ancient, Medieval, Early Modern Europe
- Area IV Modern Europe
- Area V United States History to 1877
- Area VI United States History since 1877
- Area VII The Traditional World
- Area VIII Modern World

Two upper division electives (6 credits)

Two additional upper division (300-400 level) electives, which must be taken in different geographical areas (World, Europe, U.S.A.). Students may meet this requirement with courses in public history and/or museum management.

One course from the following (3 credits)

- HIST 495 - Undergraduate History Colloquium (CWRM)
- HIST 496 - Undergraduate History Seminar

Students may use these courses to meet area requirements.

Only six credits of 100-level and six credits of 200-level courses may be applied toward the history major.

No more than three credits from the following courses may be used toward the 36 credits required for a history major:

- HIST 498 - Internship in History
- HIST 499 - Directed Study in History

Total minimum credits: 36

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

#### Undergraduate History Courses by Area

##### Area I - Western Civilization and World History

- HIST 111 - Western Civilization to the Reformation
- HIST 112 - Western Civilization since the Reformation
- HIST 131 - World History to 1500
- HIST 132 - World History since 1500

##### Area II - United States History Surveys

- HIST 221 - United States History and Constitutions to 1865
- HIST 222 - United States History and Constitutions since 1865

##### Area III - Ancient, Medieval, Early Modern Europe

- HIST 400 - The Ancient World: Near East
- HIST 403 - Ancient Greece and the Hellenistic Age
- HIST 404 - The Ancient World: Rome
- HIST 406 - Rise of Early Christianity
- HIST 408 - Jews and Christians in the Ancient Roman World

- HIST 415 - Europe in the Middle Ages
- HIST 418 - Renaissance Europe
- HIST 419 - The Reformation and Wars of Religion
- HIST 420 - Early Modern Europe: Society and Culture
- HIST 421 - European Women's History: Medieval Renaissance and Reformation
- HIST 425 - British History since 1603
- HIST 437 - European National Histories (when appropriate)
- HIST 439 - Topics in Non-United States History (when appropriate)
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

#### **Area IV - Modern Europe**

- HIST 414 - Politics and Culture in Modern Ireland
- HIST 426 - British Empire and Commonwealth since 1815
- HIST 427 - The British Atlantic World: 1500-1800
- HIST 429 - The French Revolution and the Napoleonic Era
- HIST 430 - 19th-Century Europe
- HIST 431 - 20th-Century Europe
- HIST 432 - Intellectual History of Modern Europe
- HIST 433 - Modern European Imperialism
- HIST 434 - Modern Russia to 1917
- HIST 435 - History of the U.S.S.R.
- HIST 436 - History of East-Central Europe since 1918
- HIST 437 - European National Histories
- HIST 439 - Topics in Non-United States History (when appropriate)
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

#### **Area V - United States History to 1877**

- HIST 427 - The British Atlantic World: 1500-1800
- HIST 440 - Topics in United States History (when appropriate)
- HIST 441 - United States History: The Colonial Period 1607-1763
- HIST 442 - United States History: The American Revolution 1763-1787
- HIST 443 - United States History: The Early National Period
- HIST 444 - Jacksonian Democracy and the Coming of the Civil War
- HIST 445 - United States History: The Civil War
- HIST 448 - United States Foreign Relations to 1900
- HIST 461 - American Immigration and Ethnicity
- HIST 464 - New England Textile Communities: Social and Economic History
- HIST 465 - African-American History
- HIST 466 - Women in American History
- HIST 489 - History of Canadian-American Relations
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

#### **Area VI - United States History since 1877**

- HIST 440 - Topics in United States History (when appropriate)
- HIST 453 - United States History: Progressive Era
- HIST 456 - World War II
- HIST 457 - America since World War II
- HIST 461 - American Immigration and Ethnicity
- HIST 462 - American Labor History
- HIST 464 - New England Textile Communities: Social and Economic History
- HIST 465 - African-American History
- HIST 466 - Women in American History
- HIST 471 - Sport in American Life
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

#### **Area VII - The Traditional World**

- HIST 400 - The Ancient World: Near East
- HIST 410 - Latin American Women and Gender History
- HIST 434 - Modern Russia to 1917

- HIST 439 - Topics in Non-United States History (when appropriate)
- HIST 474 - Islamic Civilization to 1400
- HIST 477 - Latin America: The Colonial Period
- HIST 480 - History of Imperial China
- HIST 482 - History of Modern Japan
- HIST 483 - South Asia: The Modern Period
- HIST 487 - Canadian History to Confederation
- HIST 491 - Medicine and Society in the North Atlantic World
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

#### **Area VIII - Modern World**

- HIST 410 - Latin American Women and Gender History
- HIST 435 - History of the U.S.S.R.
- HIST 439 - Topics in Non-United States History (when appropriate)
- HIST 456 - World War II
- HIST 475 - The Modern Middle East
- HIST 478 - Latin America: The National Period
- HIST 481 - China Under Communism
- HIST 482 - History of Modern Japan
- HIST 483 - South Asia: The Modern Period
- HIST 484 - War and Revolution in Modern Asia
- HIST 488 - Canadian History since Confederation
- HIST 489 - History of Canadian-American Relations
- HIST 491 - Medicine and Society in the North Atlantic World
- HIST 494 - Quebec and Canada since 1867
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

The following courses may be used to meet area requirements. The specific area, however, depends on the topic or topics addressed in the course.

- HIST 338 - Honors Tutorial - Fall semester
- HIST 339 - Honors Tutorial - Spring semester
- HIST 439 - Topics in Non-United States History
- HIST 440 - Topics in United States History
- HIST 485 - Honors Thesis
- HIST 490 - Historical Studies at Oxford
- HIST 495 - Undergraduate History Colloquium (CWRM)
- HIST 496 - Undergraduate History Seminar
- HIST 498 - Internship in History
- HIST 499 - Directed Study in History

The following courses also carry credit in history

- INTD 200 - Introduction to Canadian Studies
- INTD 220 - Introduction to American Studies
- INTD 420 - American Studies Seminar

## **History, Military History Concentration, BA**

### **Department: History**

All history majors with a military concentration must meet all the requirements of the history major. Specific course content areas are noted below.

### **Grade Requirement**

No grade lower than a "C-" in a history (HIST) course may be used to fulfill the requirements of the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.

### **Required Courses**

- HIST 221 - United States History and Constitutions to 1865
- HIST 222 - United States History and Constitutions since 1865

One course from the following (3 credits)

- HIST 111 - Western Civilization to the Reformation

- HIST 131 - World History to 1500

One course from the following (3 credits)

- HIST 112 - Western Civilization since the Reformation
- HIST 132 - World History since 1500

One course taken from each of the following areas (one course of each grouping must be in military history) (18 credits)

Area III and IV Ancient, Medieval, Early Modern Europe; Modern Europe

Area V and VI United States History to 1877; United States History since 1877

Area VII and VIII The Traditional World; Modern World

Two additional upper division (300 and 400 level) military history electives, which must be taken in different geographical areas (World, Europe, U.S.A) (6 credits)

One course from the following (3 credits)

- HIST 495 - Undergraduate History Colloquium (CWRM)
- HIST 496 - Undergraduate History Seminar

Students may use these courses to meet area requirements.

Only six credits of 100-level and six credits of 200-level courses may be applied toward the history major.

No more than three credits from the following may be use toward the 36 credits required for the history major.

- HIST 498 - Internship in History
- HIST 499 - Directed Study in History

Total minimum credits: 36

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Undergraduate History Courses by Area**

### **Area I - Western Civilization and World History**

- HIST 111 - Western Civilization to the Reformation
- HIST 112 - Western Civilization since the Reformation
- HIST 131 - World History to 1500
- HIST 132 - World History since 1500

### **Area II - United States History Surveys**

- HIST 221 - United States History and Constitutions to 1865
- HIST 222 - United States History and Constitutions since 1865

### **Area III - Ancient, Medieval, Early Modern Europe**

- HIST 400 - The Ancient World: Near East
- HIST 403 - Ancient Greece and the Hellenistic Age
- HIST 404 - The Ancient World: Rome
- HIST 406 - Rise of Early Christianity
- HIST 408 - Jews and Christians in the Ancient Roman World
- HIST 415 - Europe in the Middle Ages
- HIST 418 - Renaissance Europe
- HIST 419 - The Reformation and Wars of Religion
- HIST 420 - Early Modern Europe: Society and Culture
- HIST 421 - European Women's History: Medieval Renaissance and Reformation
- HIST 425 - British History since 1603
- HIST 437 - European National Histories (when appropriate)
- HIST 439 - Topics in Non-United States History (when appropriate)
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

### **Area IV - Modern Europe**

- HIST 414 - Politics and Culture in Modern Ireland
- HIST 426 - British Empire and Commonwealth since 1815
- HIST 427 - The British Atlantic World: 1500-1800
- HIST 429 - The French Revolution and the Napoleonic Era
- HIST 430 - 19th-Century Europe
- HIST 431 - 20th-Century Europe
- HIST 432 - Intellectual History of Modern Europe
- HIST 433 - Modern European Imperialism
- HIST 434 - Modern Russia to 1917
- HIST 435 - History of the U.S.S.R.
- HIST 436 - History of East-Central Europe since 1918
- HIST 437 - European National Histories
- HIST 439 - Topics in Non-United States History (when appropriate)
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

### **Area V - United States History to 1877**

- HIST 427 - The British Atlantic World: 1500-1800
- HIST 440 - Topics in United States History (when appropriate)
- HIST 441 - United States History: The Colonial Period 1607-1763
- HIST 442 - United States History: The American Revolution 1763-1787
- HIST 443 - United States History: The Early National Period
- HIST 444 - Jacksonian Democracy and the Coming of the Civil War
- HIST 445 - United States History: The Civil War
- HIST 448 - United States Foreign Relations to 1900
- HIST 461 - American Immigration and Ethnicity
- HIST 464 - New England Textile Communities: Social and Economic History
- HIST 465 - African-American History
- HIST 466 - Women in American History
- HIST 489 - History of Canadian-American Relations
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

### **Area VI - United States History since 1877**

- HIST 440 - Topics in United States History (when appropriate)



- HIST 453 - United States History: Progressive Era
- HIST 456 - World War II
- HIST 457 - America since World War II
- HIST 461 - American Immigration and Ethnicity
- HIST 462 - American Labor History
- HIST 464 - New England Textile Communities: Social and Economic History
- HIST 465 - African-American History
- HIST 466 - Women in American History
- HIST 471 - Sport in American Life
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

#### **Area VII - The Traditional World**

- HIST 400 - The Ancient World: Near East
- HIST 410 - Latin American Women and Gender History
- HIST 434 - Modern Russia to 1917
- HIST 439 - Topics in Non-United States History (when appropriate)
- HIST 474 - Islamic Civilization to 1400
- HIST 477 - Latin America: The Colonial Period
- HIST 480 - History of Imperial China
- HIST 482 - History of Modern Japan
- HIST 483 - South Asia: The Modern Period
- HIST 487 - Canadian History to Confederation
- HIST 491 - Medicine and Society in the North Atlantic World
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

#### **Area VIII - Modern World**

- HIST 410 - Latin American Women and Gender History
- HIST 435 - History of the U.S.S.R.
- HIST 439 - Topics in Non-United States History (when appropriate)
- HIST 456 - World War II
- HIST 475 - The Modern Middle East
- HIST 478 - Latin America: The National Period
- HIST 481 - China Under Communism
- HIST 482 - History of Modern Japan
- HIST 483 - South Asia: The Modern Period
- HIST 484 - War and Revolution in Modern Asia
- HIST 488 - Canadian History since Confederation
- HIST 489 - History of Canadian-American Relations
- HIST 491 - Medicine and Society in the North Atlantic World
- HIST 494 - Quebec and Canada since 1867
- HIST 495 - Undergraduate History Colloquium (when appropriate) (CWRM)

The following courses may be used to meet area requirements. The specific area, however, depends on the topic or topics addressed in the course.

- HIST 338 - Honors Tutorial - Fall semester
- HIST 339 - Honors Tutorial - Spring semester
- HIST 439 - Topics in Non-United States History
- HIST 440 - Topics in United States History
- HIST 485 - Honors Thesis
- HIST 490 - Historical Studies at Oxford
- HIST 495 - Undergraduate History Colloquium (CWRM)
- HIST 496 - Undergraduate History Seminar
- HIST 498 - Internship in History
- HIST 499 - Directed Study in History

The following courses also carry credit in history

- INTD 200 - Introduction to Canadian Studies
- INTD 220 - Introduction to American Studies
- INTD 420 - American Studies Seminar

## ■ MANAGEMENT

### Management, General Management Concentration, BS

**Department: Management**

#### Grade Requirement

Students majoring in management must achieve a grade of "C-" or better in MGMT 130, MGMT 140 and MGMT 200.

#### Management Core Courses

- ACFI 100 - Fundamentals of Financial Reporting
- ACFI 305 - Business Law I
- ACFI 350 - Managerial Accounting
- ACFI 385 - Managerial Finance
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 210 - Statistics for Economics and Business
- MATH 144 - Applied Calculus for Business
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management
- MGMT 200 - Marketing Principles
- MGMT 360 - Fundamentals of Information Systems
- MGMT 490 - Strategic Management (CWRM)

Total minimum core credits: 39

#### Concentration requirements taken in addition to the management core courses

- COMP 105 - Computers and Their Applications: An Introduction
- MGMT 303 - Organizational Behavior
- MGMT 304 - Leadership and Teams
- MGMT 355 - International Management
- MGMT 426 - Service Operations Management

#### Electives

Choose one of the following courses (3 credits)

- MGMT 288 - Introduction to Entrepreneurship
- MGMT 340 - Contemporary Employee Relations
- MGMT 350 - Business Ethics
- MGMT 435 - Small Business Management
- MGMT 471 - Diversity in Organizations

Choose one of the following courses (3 credits)

- MGMT 399 - Special Topics in Management

or

Any 300-400 level management (MGMT) course

Total minimum credits: 60

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Management, Global Management Concentration, BS

### Department: Management

#### Grade Requirement

Students majoring in management must achieve a grade of "C-" or better in MGMT 130, MGMT 140 and MGMT 200.

#### Management Core Courses

- ACFI 100 - Fundamentals of Financial Reporting
- ACFI 305 - Business Law I
- ACFI 350 - Managerial Accounting
- ACFI 385 - Managerial Finance
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 210 - Statistics for Economics and Business
- MATH 144 - Applied Calculus for Business
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management
- MGMT 200 - Marketing Principles
- MGMT 360 - Fundamentals of Information Systems
- MGMT 490 - Strategic Management (CWRM)

Total minimum core credits: 39

Concentration requirements taken in addition to the management core courses

- COMP 105 - Computers and Their Applications: An Introduction
- MATH 318 - Quantitative Methods for Management
- MGMT 355 - International Management
- MGMT 410 - International Marketing and Physical Distribution
- MGMT 460 - Public Policy and Government Regulation in Global Management

Proficiency in a two semester sequence of an introductory foreign language or higher.

#### Electives

Choose two of the following courses (6 credits)

- ACFI 455 - International Finance
- COMM 365 - Introduction to Intercultural Communication
- ECON 321 - International Economics
- POLI 260 - International Relations

Choose two additional 300-400 level management (MGMT) courses (6 credits)

Total minimum credits: 72

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Management, Information Systems Management Concentration, BS

### Department: Management

#### Grade Requirement

Students majoring in management must achieve a grade of "C-" or better in MGMT 130, MGMT 140 and MGMT 200.

#### Management Core Courses

- ACFI 100 - Fundamentals of Financial Reporting
- ACFI 305 - Business Law I
- ACFI 350 - Managerial Accounting
- ACFI 385 - Managerial Finance
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 210 - Statistics for Economics and Business
- MATH 144 - Applied Calculus for Business
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management
- MGMT 200 - Marketing Principles

- MGMT 360 - Fundamentals of Information Systems
- MGMT 490 - Strategic Management (CWRM)

Total minimum core credits: 39

Concentration requirements taken in addition to the management core courses

- COMP 151 - Computer Science I
- COMP 152 - Computer Science II
- COMP 410 - Database Applications
- MATH 318 - Quantitative Methods for Management
- MGMT 445 - Information Systems Strategy
- MGMT 450 - Current Topics in Information Systems
- MGMT 454 - E-Business Strategy, Architecture and Design
- MGMT 456 - Information Systems Project Management
- MGMT 480 - Systems Analysis and Design

Total minimum credits: 66

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Management, Marketing Concentration, BS**

### **Department: Management**

### **Grade Requirement**

Students majoring in management must achieve a grade of "C-" or better in MGMT 130, MGMT 140 and MGMT 200.

### **Management Core Courses**

- ACFI 100 - Fundamentals of Financial Reporting
- ACFI 305 - Business Law I
- ACFI 350 - Managerial Accounting
- ACFI 385 - Managerial Finance
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 210 - Statistics for Economics and Business
- MATH 144 - Applied Calculus for Business
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management
- MGMT 200 - Marketing Principles
- MGMT 360 - Fundamentals of Information Systems
- MGMT 490 - Strategic Management (CWRM)

Total minimum core credits: 39

Concentration requirements taken in addition to the management core courses

- MATH 318 - Quantitative Methods for Management
- MGMT 420 - Marketing Research
- MGMT 424 - Advertising
- MGMT 430 - Sales Management
- MGMT 494 - Marketing Management and Strategy

Choose one of the following three marketing elective courses (3 credits)

- MGMT 410 - International Marketing and Physical Distribution
- MGMT 415 - Retail Management
- MGMT 440 - Business to Business Marketing

Total minimum credits: 57

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Management, Operations Management Concentration, BS**

### **Department: Management**

#### **Management Core Courses**

- ACFI 100 - Fundamentals of Financial Reporting
- ACFI 305 - Business Law I
- ACFI 350 - Managerial Accounting
- ACFI 385 - Managerial Finance
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 210 - Statistics for Economics and Business
- MATH 144 - Applied Calculus for Business
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management
- MGMT 200 - Marketing Principles
- MGMT 360 - Fundamentals of Information Systems
- MGMT 490 - Strategic Management (CWRM)

Total minimum core credits: 39

#### **Concentration requirements taken in addition to the management core courses**

- COMP 105 - Computers and Their Applications: An Introduction
- MGMT 340 - Contemporary Employee Relations
- MGMT 426 - Service Operations Management
- MGMT 427 - Production and Operations Management
- MGMT 470 - Supply Chain Management
- MGMT 475 - Quality Management

Total minimum credits: 57

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ MATHEMATICS

### Mathematics, BS

**Department:** Mathematics

#### Grade Requirement

Not more than one grade in the "D" range ("D+", "D," "D-") among the four courses, MATH 161/161E - Single Variable Calculus I, MATH 162 - Single Variable Calculus II, MATH 202 - Linear Algebra, and MATH 261 - Multivariable Calculus shall be accepted in partial fulfillment of the requirements for the major in Mathematics. A student receiving a second grade in the "D" range in one of the above courses must repeat the course with the higher number and receive a "C-" or better before being allowed to enroll in other mathematics courses.

#### Note(s)

Students who are contemplating majoring in mathematics should be aware of the sequential nature of the course offerings. In order for students to plan their programs so that degree requirements may be completed within a four-year period, students should consult with the chairperson of the department or their adviser as soon as possible.

Students seeking licensure as a teacher of Mathematics (grades 5-8 or 8-12) must also complete a minor in Secondary Education.

#### Required Courses

- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II
- MATH 180 - Transition to Advanced Mathematics
- MATH 202 - Linear Algebra
- MATH 261 - Multivariable Calculus
- MATH 301 - Abstract Algebra I
- MATH 401 - Introduction to Analysis I
- COMP 203 - Programming and Computer Algebra or
- COMP 151 - Computer Science I

Four electives from any 300- or 400- level courses except MATH 318 (12 credits)

#### Note(s):

As part of the the four electives, either MATH 408 - History of Mathematics or MATH 416 - Applied Mathematics must be taken to satisfy the upper-level Writing Designated within the Major course requirement (CWRM). PHYS 403 - Mathematical Physics may be taken as one of these four electives.

Majors preparing for secondary school teaching careers must take MATH 403 - Probability Theory, MATH 408 - History of Mathematics and MATH 325 - Foundations of Geometry as three of the four electives.

Total minimum credits: 40

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ MUSIC

### Music, BA

**Department:** Music

#### Audition Requirement

A formal audition is required for acceptance into the music major. There is no audition requirement for acceptance into the music minor. Auditions are held in February, May and November. Completed audition forms must be received by the music department two weeks prior to the audition date. To obtain forms, or additional information, contact the audition coordinator by e-mail at [auditions@bridgew.edu](mailto:auditions@bridgew.edu) or by phone at 508.531.1877.

Instrumentalists must proficiently execute the following:

- Major scales up to four sharps and flats and chromatic scale two octaves from memory
- Sight-reading
- A three-to-five-minute prepared solo, with or without accompaniment
- A selection in a contrasting style

Singers must proficiently execute the following:

- An unaccompanied major scale on a neutral syllable

- Sight-reading
- An art-song or aria
- A selection in a contrasting style

Accompanist must be provided by the student.

Within 10 days of the audition, the candidate will be notified of his/her status. He/she will be:

- 1) accepted into the major.
- 2) conditionally accepted into the major.
  - The student may repeat an audition more than once on a scheduled audition or jury day
  - The student must pass the audition within one year in order to be accepted as a music major
- 3) not accepted to the major. A student who auditions and is not accepted as a music major:
  - may audition only once more
  - may not take courses with a MUSC prefix other than to fulfill core curriculum requirements
  - may select music as a minor

A student majoring in music must earn 52 credits by combining required courses and electives. In addition, a piano proficiency examination, which addresses basic competencies, must be passed. Specific musical examples and guidelines are available from the Department of Music chairperson. Alternatively, the proficiency requirements may be met by successful completion of MUSC 440 .

### **Grade Requirement**

The Department of Music will permit its majors to use only one passing grade below "C-" to satisfy requirements in the music major (including both the required core courses and electives). An additional grade below "C-" will require the student to take another music course, chosen in consultation with his or her adviser. The required core courses are designed to develop competence in theory, history, musicianship and performance.

### **Requirements**

- MUSC 162 - Introduction to Music of Africa
- or MUSC 163 - Introduction to World Music
- MUSC 270 - Sight-Singing and Ear-Training I
- MUSC 271 - Music Theory I
- MUSC 272 - Sight-Singing and Ear-Training II
- MUSC 273 - Music Theory II
- MUSC 281 - Music History I
- MUSC 282 - Music History II
- MUSC 351 - Conducting
- MUSC 372 - Form and Analysis of Music I: 1700-1900
- MUSC 472 - Form and Analysis II: The 20th Century

### **Ensembles (7 credits)**

- MUSC 106 - Irish Traditional Music Ensemble
- MUSC 107 - Beginning West African Drumming Ensemble
- MUSC 112 - Wind Ensemble
- MUSC 113 - Jazz Band
- MUSC 115 - Instrumental Ensemble
- MUSC 118 - Chorale
- MUSC 119 - Vocal Ensemble
- MUSC 151 - Jazz, Pop and Show Choir
- MUSC 152 - Opera Ensemble Workshop
- MUSC 183 - String Ensemble

### **Note(s):**

Students may apply only one ensemble credit per semester toward the major. No more than one credit each may be taken in MUSC 107 - Beginning West African Drumming Ensemble and MUSC 115 - Instrumental Ensemble. Of the seven required credits in ensembles, a minimum of five must be earned in MUSC 112 - Wind Ensemble , MUSC 113 - Jazz Band , MUSC 118 - Chorale and/or MUSC 119 - Vocal Ensemble.

### **Music Technology Requirement**

Students are expected to meet music technology requirements by either demonstrating proficiency in music technology or by taking MUSC 191 Introduction to Music Technology prior to taking MUSC 271 Music Theory I.

### **Performance Studies**

Six credits, including at least one semester at the 300 level (6 credits)

- MUSC 121 - Performance Studies I (Private Lessons - Brass)
- MUSC 221 - Performance Studies II (Private Lessons - Brass)
- MUSC 321 - Performance Studies III (Private Lessons - Brass)



- MUSC 421 - Performance Studies IV (Private Lessons - Brass)
- MUSC 122 - Performance Studies I (Private Lessons - Percussion)
- MUSC 222 - Performance Studies II (Private Lessons - Percussion)
- MUSC 322 - Performance Studies III (Private Lessons - Percussion)
- MUSC 422 - Performance Studies IV (Private Lessons - Percussion)
- MUSC 123 - Performance Studies I (Private Lessons - Violin, Viola)
- MUSC 223 - Performance Studies II (Private Lessons - Violin, Viola)
- MUSC 323 - Performance Studies III (Private Lessons - Violin, Viola)
- MUSC 423 - Performance Studies IV (Private Lessons - Violin, Viola)
- MUSC 124 - Performance Studies I (Private Lessons - Woodwinds)
- MUSC 224 - Performance Studies II (Private Lessons - Woodwinds)
- MUSC 324 - Performance Studies III (Private Lessons - Woodwinds)
- MUSC 424 - Performance Studies IV (Private Lessons - Woodwinds)
- MUSC 125 - Performance Studies I (Private Lessons - Guitar)
- MUSC 225 - Performance Studies II (Private Lessons - Guitar)
- MUSC 325 - Performance Studies III (Private Lessons - Guitar)
- MUSC 425 - Performance Studies IV (Private Lessons - Guitar)
- MUSC 126 - Performance Studies I (Private Lessons - Cello, Bass)
- MUSC 226 - Performance Studies II (Private Lessons - Cello, Bass)
- MUSC 326 - Performance Studies III (Private Lessons - Cello, Bass)
- MUSC 426 - Performance Studies IV (Private Lessons - Cello, Bass)
- MUSC 131 - Performance Studies I (Private Lessons - Voice - Singing)
- MUSC 231 - Performance Studies II (Private Lessons - Voice - Singing)
- MUSC 331 - Performance Studies III (Private Lessons - Voice - Singing)
- MUSC 431 - Performance Studies IV (Private Lessons - Voice - Singing)
- MUSC 141 - Performance Studies I (Private Lessons - Piano)
- MUSC 241 - Performance Studies II (Private Lessons - Piano)
- MUSC 341 - Performance Studies III (Private Lessons - Piano)
- MUSC 441 - Performance Studies IV (Private Lessons - Piano)

#### Music History Elective (3 credits)

Choose from:

- MUSC 363 - Music of Bach, Handel and Vivaldi (CWRM)
- MUSC 364 - Music of the Classical and Romantic Periods (CWRM)
- MUSC 367 - Music by Women Composers (CWRM)
- MUSC 369 - Music of the 20th Century

#### Elective (3 credits)

Choose from the remaining history electives above or:

- MUSC 371 - Counterpoint
- MUSC 373 - Composition I
- MUSC 374 - Composition II
- MUSC 399 - Special Topics in Music
- MUSC 456 - Methods in Music Education
- MUSC 499 - Directed Study in Music

#### Piano Proficiency Requirement (3 credits)

Completion of MUSC 440 - Advanced Keyboard Skills with a grade of "C" or above or successful completion of the Music Department's piano proficiency examination. For information about the examination, contact the department chairperson.

#### Recital Requirement

All music majors must attend a specific, assigned number of on-campus recitals *every semester they are registered as music majors*. (Recitals in which the student is performing will not be counted toward this requirement.) Specifics concerning these recitals (which will generally include First Friday recitals, Faculty Artist Series recitals and student recitals), along with the minimum number required, will be posted in the Department of Music at the start of each semester. A student who fails to meet the minimum requirement for every semester he or she is enrolled as a music major will not be permitted to graduate as a music major.

Total minimum credits: 52

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Music, Music Education Concentration, BA

### Departments: Music, Secondary Education and Professional Programs

The Department of Music offers a major in music which allows prospective music educators to earn a bachelor of arts degree in music with a concentration in music education. This program is designed for students who wish to earn Massachusetts state licensure for teaching music (all levels) within their undergraduate experience.

#### Audition Requirement

A formal audition is required for acceptance into the music major. Auditions are held in February, May and November. Completed audition forms must be received by the music department two weeks prior to the audition date. To obtain forms, or additional information, contact the audition coordinator by e-mail at [auditions@bridgew.edu](mailto:auditions@bridgew.edu) or by phone at 508.531.1877.

Instrumentalists must proficiently execute the following: contact the audition coordinator by e-mail at [auditions@bridgew.edu](mailto:auditions@bridgew.edu) or at 508.531.1877.

- Major scales up to four sharps and flats and chromatic scale two octaves from memory
- Sight-reading
- A three-to-five-minute prepared solo, with or without accompaniment
- A selection in a contrasting style

Singers must proficiently execute the following:

- An unaccompanied major scale on a neutral syllable
- Sight-reading
- An art-song or aria
- A selection in a contrasting style

Accompanist must be provided by the student.

Within 10 days of the audition, the candidate will be notified of his/her status. He/she will be:

- 1) accepted into the major.
- 2) conditionally accepted into the major.
  - The student may repeat an audition more than once on a scheduled audition or jury day
  - The student must pass the audition within one year in order to be accepted as a music major
- 3) not accepted to the major. A student who auditions and is not accepted as a music major:
  - may audition only once more
  - may not take courses with a MUSC prefix other than to fulfill core curriculum requirements
  - may select music as a minor

Students with questions concerning the suitability of audition material should contact the audition coordinator by e-mail at [auditions@bridgew.edu](mailto:auditions@bridgew.edu) or by phone at 508.531.1877. A student majoring in music with a concentration in music education must earn 85 credits by combining required courses, electives and the requirements of a minor in secondary education. In addition, a piano proficiency examination, which addresses basic competencies, must be passed. Specific musical examples and guidelines are available from the Department of Music chairperson. Alternatively, the proficiency requirements may be met by successful completion of MUSC 440 .

#### Grade Requirement

The Department of Music will permit its majors to use only one passing grade below "C-" to satisfy requirements in the music major (including both the required core courses and electives). An additional grade below "C-" will require the student to take another music course, chosen in consultation with his or her adviser. The required core courses are designed to develop competence in theory, history, musicianship and performance.

The following courses are required to complete the music education concentration:

#### Course Requirements

- MUSC 166 - Survey of Jazz
- MUSC 270 - Sight-Singing and Ear-Training I
- MUSC 271 - Music Theory I
- MUSC 273 - Music Theory II
- MUSC 281 - Music History I
- MUSC 282 - Music History II
- MUSC 372 - Form and Analysis of Music I: 1700-1900

#### Cognate Requirements

- PSYC 227 - Developmental Psychology
- SPED 203 - Cultural Diversity Issues in School and Society

#### Ensemble and Performance Study Requirements

Seven credits from ensembles\* (7 credits)

- MUSC 106 - Irish Traditional Music Ensemble
- MUSC 112 - Wind Ensemble
- MUSC 113 - Jazz Band
- MUSC 115 - Instrumental Ensemble
- MUSC 118 - Chorale
- MUSC 119 - Vocal Ensemble
- MUSC 183 - String Ensemble

\* Students seeking Massachusetts Educator Licensure-Initial Licensure in music will be required to participate in an ensemble for a minimum of seven semesters including at least four semesters in a large ensemble (wind ensemble or chorale).

Six credits in performance studies. At least one semester at the 300 level and at least one semester in a secondary performance medium (voice for an instrumentalist; instrument for vocalist) must be completed. (6 credits)

- MUSC 121 - Performance Studies I (Private Lessons - Brass)
- MUSC 221 - Performance Studies II (Private Lessons - Brass)
- MUSC 321 - Performance Studies III (Private Lessons - Brass)
- MUSC 421 - Performance Studies IV (Private Lessons - Brass)
- MUSC 122 - Performance Studies I (Private Lessons - Percussion)
- MUSC 222 - Performance Studies II (Private Lessons - Percussion)
- MUSC 322 - Performance Studies III (Private Lessons - Percussion)
- MUSC 422 - Performance Studies IV (Private Lessons - Percussion)
- MUSC 123 - Performance Studies I (Private Lessons - Violin, Viola)
- MUSC 223 - Performance Studies II (Private Lessons - Violin, Viola)
- MUSC 323 - Performance Studies III (Private Lessons - Violin, Viola)
- MUSC 423 - Performance Studies IV (Private Lessons - Violin, Viola)
- MUSC 124 - Performance Studies I (Private Lessons - Woodwinds)
- MUSC 224 - Performance Studies II (Private Lessons - Woodwinds)
- MUSC 324 - Performance Studies III (Private Lessons - Woodwinds)
- MUSC 424 - Performance Studies IV (Private Lessons - Woodwinds)
- MUSC 125 - Performance Studies I (Private Lessons - Guitar)
- MUSC 225 - Performance Studies II (Private Lessons - Guitar)
- MUSC 325 - Performance Studies III (Private Lessons - Guitar)
- MUSC 425 - Performance Studies IV (Private Lessons - Guitar)
- MUSC 126 - Performance Studies I (Private Lessons - Cello, Bass)
- MUSC 226 - Performance Studies II (Private Lessons - Cello, Bass)
- MUSC 326 - Performance Studies III (Private Lessons - Cello, Bass)
- MUSC 426 - Performance Studies IV (Private Lessons - Cello, Bass)
- MUSC 131 - Performance Studies I (Private Lessons - Voice - Singing)
- MUSC 231 - Performance Studies II (Private Lessons - Voice - Singing)
- MUSC 331 - Performance Studies III (Private Lessons - Voice - Singing)
- MUSC 431 - Performance Studies IV (Private Lessons - Voice - Singing)
- MUSC 141 - Performance Studies I (Private Lessons - Piano)
- MUSC 241 - Performance Studies II (Private Lessons - Piano)
- MUSC 341 - Performance Studies III (Private Lessons - Piano)
- MUSC 441 - Performance Studies IV (Private Lessons - Piano)

#### Additional Required Courses

- MUSC 351 - Conducting
- MUSC 375 - Orchestration and Arranging (instrumental emphasis)
- or MUSC 455 - Creative Activities in Elementary School Music (vocal emphasis)
- MUSC 388 - Instrumental Techniques
- MUSC 456 - Methods in Music Education
- MUSC 483 - Choral Techniques

Music History Elective (3 credits)

- MUSC 363 - Music of Bach, Handel and Vivaldi (CWRM)
- MUSC 364 - Music of the Classical and Romantic Periods (CWRM)
- MUSC 367 - Music by Women Composers (CWRM)
- MUSC 369 - Music of the 20th Century

Students seeking Massachusetts Educator Licensure-Initial Licensure must also declare a minor in secondary education and complete the following courses.

(See the "Secondary Education and Professional Programs" section of this catalog)

- EDHM 210 - Introduction to Teaching
- EDHM 235 - Learning and Motivation
- EDHM 335 - Assessment and Planning
- EDHM 413 - Strategies for Teaching - Music
- EDHM 445 - Content Area Reading, Writing and Study Skills
- EDHM 490 - Teaching Practicum \*\*

\*\*As a minimum prerequisite to student teaching, students will be required to pass a Music Education Piano Proficiency Exam, which may necessitate private lessons.

Total minimum credits: 85

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ PHILOSOPHY

### **Philosophy, Applied Ethics Concentration, BA**

**Department: Philosophy**

#### **Grade Requirement**

A grade of "C" or higher is required in all philosophy course work contributing to the major.

#### **Requirements**

Fulfill requirements for the philosophy major with at least four courses from the following distribution.

- PHIL 203 - Happiness and the Meaning of Life
- PHIL 204 - Sex and Personal Relations
- PHIL 205 - Medical Ethics
- PHIL 222 - Philosophy of Law
- PHIL 231 - Amoralism, Egoism and Altruism
- PHIL 234 - Free Will, Determinism and Responsibility

Total minimum credits: 30

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### **Philosophy, BA**

**Department: Philosophy**

#### **Grade Requirement**

A grade of "C" or higher is required in all philosophy course work contributing to the major.

A minimum of 30 credits in philosophy is required.

One three-credit, 100-level philosophy course (3 credits)

The following course in logic is required (3 credits)

- PHIL 310 - Symbolic Logic

At least two of the following courses in the history of philosophy are required (6 credits)

- PHIL 301 - Plato and Aristotle
- PHIL 302 - Medieval Philosophy
- PHIL 303 - Major Modern Philosophers
- PHIL 304 - 19th Century Philosophy

- PHIL 305 - American Philosophy

At least two of the following area courses are required (6 credits)

- PHIL 402 - Knowledge and Truth
- PHIL 403 - Ethics and Action
- PHIL 404 - Mind and Language
- PHIL 405 - Metaphysics

Writing Designated in the Major course is required (3 credits)

- PHIL 450 - Senior Seminar in Philosophy (CWRM)

At least three additional courses in philosophy are required (9 credits)

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

Total minimum credits: 30

## Physical Education

### Physical Education, BA

#### Department: Movement Arts, Health Promotion and Leisure Studies

All students majoring in physical education and seeking a Bachelor of Arts degree must complete a minimum of 120 credits required for graduation and must complete 38 credits in the major as outlined below:

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the courses listed below.

#### Required Physical Education Core Courses

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (CWRM)
- PHED 380 - The Psychology of Sport and Physical Performance
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### Activity Requirement (9 credits)

All majors in physical education must accumulate at least nine credits in activity and/or theory and practice courses. The nine credits must come from at least five different types of traditional activity courses or theory and practice courses. Students must achieve a "C-" or better in required activity and theory and practice courses. Concentrations determine their own requirements for the nine credits.

See Activity Courses by Area below.

#### Health Course Requirement

- HEAL 102 - Health and Wellness

#### Elective (choose one) (3 credits)

Any 300-400 level ATTR, HEAL, PHED, or RECR course or one of the following dance courses

- DANC 146 - Dance Appreciation
- DANC 255 - Creative Dance

Total minimum credits: 38

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

#### Activity Courses by Area

AREA A	AREA B	AREA C	AREA D	AREA E
Individual/Dual Sports	Team Sports	Dance	Aquatics	Fitness/Wellness
PHED 134 - Self Defense	PHED 131 - Volleyball I-Beginner	DANC 155 - Dance Practicum	PHED 150 - Beginner Swimming	PHED 163 - Aerobics
PHED 170 - Bowling I – Beginner	PHED 132 - Field Hockey I	DANP 139 - Theory and Practice of Dance Fundamentals	PHED 152 - Theory and Practice of Lifeguard Training	PHED 188 - Jogging and Road Running
PHED 173 - Archery I – Beginner	PHED 133 - Basketball I – Beginner	DANC 147 - Theory and Practice of Ballet Fundamentals	PHED 250 - Intermediate Swimming	PHED 190 - Conditioning
PHED 174 - Tennis I – Beginner	PHED 140 - Lacrosse	DANP 153 - Jazz Dance	PHED 254 - Water Polo	PHED 193 - Weight Training
PHED 175 - Golf I – Beginner	PHED 141 - Soccer	DANP 159 - Latin Social Dance		PHED 202 - Orienteering
PHED 176 - Badminton I – Beginner	PHED 145 - Flag Football	DANP 161 - Folk Dance		PHED 203 - Basic Rock Climbing
PHED 186 - Track and Field	PHED 231 - Volleyball II – Intermediate	DANP 164 - Square and Contra Dance		PHED 204 - Theory and Practice of Progressive Resistance Training
PHED 194 - Wrestling	PHED 233 -	DANP 165 - Tap Dance I		PHED 206 - Theory and

	Basketball II – Intermediate			Practice of New Age Fitness
PHED 196 - Fencing I – Beginner	PHED 244 - Softball	DANP 166 - African Dance		PHED 207 - Theory and Practice of Equestrianism
PHED 283 - Theory and Practice of Gymnastics	PHED 254 - Water Polo	DANP 167 - Hip-Hop Dance		PHED 208 - Theory and Practice of Group Instruction
PHED 276 - Badminton II – Intermediate	PHED 282 - Theory and Practice of Games	DANP 168 - Ballroom Dance		PHED 209 - Theory and Practice of Metabolic Training
	PHED 178 - Disc Sports	DANP 235 - Rhythmic Activities: Programming for All Ages		PHED 234 - Yoga
		DANP 268 - Ballroom Dance II - Theory, Practice and Performance		PHED 257 - Movement and Relaxation – Theory, Practice and Performance
		DANP 281 - Theory and Practice of Educational Dance		PHED 278 - Bicycle Touring
		DANP 259 - Theory and Practice of Latin Social Dance		PHED 280 - Initiative Games
				PHED 356 - Canoeing I
				PHED 360 - Initiative Games II

## Physical Education, Coaching Concentration, BS

### Department: Movement Arts, Health Promotion and Leisure Studies

This concentration prepares the physical education major to apply concepts and principles related to all aspects of coaching, including the player, team, coach and administration of athletic programs for youth and adults. The field experience is an important aspect of this concentration.

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the Physical Education Core courses and Activity Requirements listed below. Additionally, students must achieve a minimum 2.5 cumulative GPA to participate in an internship/field experience.

#### Required Physical Education Core Courses

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (CWRM)
- PHED 380 - The Psychology of Sport and Physical Performance
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### Activity Requirements

- PHED 152 - Theory and Practice of Lifeguard Training
- PHED 204 - Theory and Practice of Progressive Resistance Training
- PHED 209 - Theory and Practice of Metabolic Training

One activity from Individual/Dual Sports Category

One activity from Team Sports Category

One activity from Individual or Team Sports Category

See Activity Requirements by Area below.

#### Additional Required Courses

- \* ATTR 112 - Sports First Aid
- PHED 414 - Coaching
- \* PHED 416 - Planning and Implementing Coaching Leadership Strategies
- PHED 498 - Field Experience in Physical Education (3 credits)
- \* RECR 230 - Introduction to Recreation
- \* RECR 461 - Organization and Administration in Recreation



Note(s):

\* These courses must be taken prior to the field experience, PHED 498 - Field Experience in Physical Education.

Required Health Course

- HEAL 102 - Health and Wellness

Elective (choose one)

Any 300- or 400- level ATTR, HEAL, PHED or RECR course or one of the following dance courses

- DANC 146 - Dance Appreciation
- DANC 255 - Creative Dance
- DANC 263 - Dance History to 1915
- DANC 264 - Dance History from 1915

Total minimum credits: 56

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Activity Courses by Area

AREA A	AREA B	AREA C	AREA D	AREA E
Individual/Dual Sports	Team Sports	Dance	Aquatics	Fitness/Wellness
PHED 134 - Self Defense	PHED 131 - Volleyball I-Beginner	DANC 155 - Dance Practicum	PHED 150 - Beginner Swimming	PHED 163 - Aerobics
PHED 170 - Bowling I – Beginner	PHED 132 - Field Hockey I	DANP 139 - Theory and Practice of Dance Fundamentals	PHED 152 - Theory and Practice of Lifeguard Training	PHED 188 - Jogging and Road Running
PHED 173 - Archery I – Beginner	PHED 133 - Basketball I – Beginner	DANC 147 - Theory and Practice of Ballet Fundamentals	PHED 250 - Intermediate Swimming	PHED 190 - Conditioning
PHED 174 - Tennis I – Beginner	PHED 140 - Lacrosse	DANP 153 - Jazz Dance	PHED 254 - Water Polo	PHED 193 - Weight Training
PHED 175 - Golf I – Beginner	PHED 141 - Soccer	DANP 159 - Latin Social Dance		PHED 202 - Orienteering
PHED 176 - Badminton I – Beginner	PHED 145 - Flag Football	DANP 161 - Folk Dance		PHED 203 - Basic Rock Climbing
PHED 186 - Track and Field	PHED 231 - Volleyball II – Intermediate	DANP 164 - Square and Contra Dance		PHED 204 - Theory and Practice of Progressive Resistance Training
PHED 194 - Wrestling	PHED 233 - Basketball II – Intermediate	DANP 165 - Tap Dance I		PHED 206 - Theory and Practice of New Age Fitness
PHED 196 - Fencing I – Beginner	PHED 244 - Softball	DANP 166 - African Dance		PHED 207 - Theory and Practice of Equestrianism
PHED 283 - Theory and Practice of Gymnastics	PHED 254 - Water Polo	DANP 167 - Hip-Hop Dance		PHED 208 - Theory and Practice of Group Instruction
PHED 276 - Badminton II – Intermediate	PHED 282 - Theory and Practice of Games	DANP 168 - Ballroom Dance		PHED 209 - Theory and Practice of Metabolic Training
	PHED 178 - Disc Sports	DANP 235 - Rhythmic Activities: Programming for All Ages		PHED 234 - Yoga
		DANP 268 - Ballroom Dance II - Theory, Practice and Performance		PHED 257 - Movement and Relaxation – Theory, Practice and Performance
		DANP 281 - Theory and		PHED 278 - Bicycle Touring

		Practice of Educational Dance		
		DANP 259 - Theory and Practice of Latin Social Dance		PHED 280 - Initiative Games
				PHED 356 - Canoeing I
				PHED 360 - Initiative Games II

## Physical Education, Exercise Science/Health Fitness Concentration, BS

### Department: Movement Arts, Health Promotion and Leisure Studies

This concentration prepares students for career opportunities in health and fitness in such settings as industry, hospitals, agencies, education and human service organizations. Emphasis is on human performance and cardiovascular health, which includes physical health evaluation, graded exercise tests, exercise prescription and physical activity program development. A field experience off campus in a setting identified above is an important aspect of this concentration.

### Grade Requirement

Students must achieve a grade of "C-" or higher in the Physical Education Core courses and Activity Requirements listed below.

#### Required Physical Education Core Courses

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (CWRM)
- PHED 380 - The Psychology of Sport and Physical Performance
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### Activity Requirement

- PHED 204 - Theory and Practice of Progressive Resistance Training
- PHED 208 - Theory and Practice of Group Instruction
- PHED 209 - Theory and Practice of Metabolic Training

#### Additional Required Courses

- PHED 201 - Fitness Testing in Exercise Science
- PHED 384 - Applied Nutrition for Sport and Exercise
- PHED 400 - Physiology and Techniques of Strength Fitness
- PHED 402 - Exercise Metabolism
- PHED 403 - Cardiovascular Analysis, Evaluation, and Rehabilitation
- PHED 404 - Exercise Prescription
- PHED 405 - Exercise Circulation: Mechanisms and Morphology
- PHED 409 - Planning, Implementing and Evaluating Fitness Programs
- PHED 498 - Field Experience in Physical Education (3 credits)

#### Required Health Courses

- HEAL 102 - Health and Wellness
- HEAL 471 - Nutrition or
- PHED 284 - Foundations of Sport and Exercise Nutrition

Total minimum credits: 60

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Physical Education, Motor Development Therapy/Adapted Physical Education Concentration, BS

### Department: Movement Arts, Health Promotion and Leisure Studies

This concentration prepares the physical education major to work with children, youth and adults with disabilities. The program focuses on physical education to meet the physical and motor developmental needs as well as the sport, dance and leisure challenges of special populations. The concentration prepares graduates for career opportunities in rehabilitation centers, clinics, hospitals and social agencies as well as private and public schools. Opportunities for practical experience are provided through off-campus field experiences as well as the university-sponsored Children's Physical Developmental Clinic.

## Grade Requirement

Students must achieve a grade of "C-" or higher in the Physical Education Core courses and Activity Requirements listed below.

### Required Physical Education Core Courses

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (CWRM)
- PHED 380 - The Psychology of Sport and Physical Performance
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

### Activity Requirement

- PHED 280 - Initiative Games
- PHED 283 - Theory and Practice of Gymnastics
- DANP 235 - Rhythmic Activities: Programming for All Ages

Individual: Archery, Tennis or Golf (1 credit)

Team: Volleyball or Soccer (1 credit)

Dance: Folk, Square or Ballroom (1 credit)

Aquatics: any swimming course (1 credit)

Fitness/Wellness: any fitness/wellness course (1 credit)

See Activity Requirements by Area below.

### Additional Required Courses

- PHED 324 - Physical and Motor Development of Individuals with Disabilities
- PHED 397 - Children's Physical Developmental Practicum
- PHED 451 - Prosthetics and Orthotics
- PHED 494 - Study of Motor Programs for Individuals with Chronic and Acute Health Impairments
- PHED 498 - Field Experience in Physical Education (12 credits)

### Required Health Course

- HEAL 102 - Health and Wellness

### Cognate Courses

- PSYC 227 - Developmental Psychology
- PSYC 355 - Behavior Analysis
- PSYC 370 - Abnormal Psychology

Total minimum credits: 67

## Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Activity Courses by Area

AREA A	AREA B	AREA C	AREA D	AREA E
Individual/Dual Sports	Team Sports	Dance	Aquatics	Fitness/Wellness
PHED 134 - Self Defense	PHED 131 - Volleyball I-Beginner	DANC 155 - Dance Practicum	PHED 150 - Beginner Swimming	PHED 163 - Aerobics
PHED 170 - Bowling I - Beginner	PHED 132 - Field Hockey I	DANP 139 - Theory and Practice of Dance Fundamentals	PHED 152 - Theory and Practice of Lifeguard Training	PHED 188 - Jogging and Road Running
PHED 173 - Archery I - Beginner	PHED 133 - Basketball I - Beginner	DANC 147 - Theory and Practice of Ballet Fundamentals	PHED 250 - Intermediate Swimming	PHED 190 - Conditioning
PHED 174 - Tennis I - Beginner	PHED 140 - Lacrosse	DANP 153 - Jazz Dance	PHED 254 - Water Polo	PHED 193 - Weight Training
PHED 175 - Golf I - Beginner	PHED 141 - Soccer	DANP 159 - Latin Social Dance		PHED 202 - Orienteering

PHED 176 - Badminton I – Beginner	PHED 145 - Flag Football	DANP 161 - Folk Dance		PHED 203 - Basic Rock Climbing
PHED 186 - Track and Field	PHED 231 - Volleyball II – Intermediate	DANP 164 - Square and Contra Dance		PHED 204 - Theory and Practice of Progressive Resistance Training
PHED 194 - Wrestling	PHED 233 - Basketball II – Intermediate	DANP 165 - Tap Dance I		PHED 206 - Theory and Practice of New Age Fitness
PHED 196 - Fencing I – Beginner	PHED 244 - Softball	DANP 166 - African Dance		PHED 207 - Theory and Practice of Equestrianism
PHED 283 - Theory and Practice of Gymnastics	PHED 254 - Water Polo	DANP 167 - Hip-Hop Dance		PHED 208 - Theory and Practice of Group Instruction
PHED 276 - Badminton II – Intermediate	PHED 282 - Theory and Practice of Games	DANP 168 - Ballroom Dance		PHED 209 - Theory and Practice of Metabolic Training
	PHED 178 - Disc Sports	DANP 235 - Rhythmic Activities: Programming for All Ages		PHED 234 - Yoga
		DANP 268 - Ballroom Dance II - Theory, Practice and Performance		PHED 257 - Movement and Relaxation – Theory, Practice and Performance
		DANP 281 - Theory and Practice of Educational Dance		PHED 278 - Bicycle Touring
		DANP 259 - Theory and Practice of Latin Social Dance		PHED 280 - Initiative Games
				PHED 356 - Canoeing I
				PHED 360 - Initiative Games II

## Physical Education, Recreation and Fitness Club Administration Concentration, BS

### Department: Movement Arts, Health Promotion and Leisure Studies

A concentration in recreation and fitness club administration prepares physical education majors to work with a variety of clientele at recreation and commercial fitness clubs. Concepts and principles related to cardiovascular health, physical activity and recreation program development and administration are emphasized. Practical field experiences are an essential component of this concentration.

### Grade Requirement

Students must achieve a grade of “C-” or higher in the Physical Education Core courses and Activity Requirements listed below.

#### Required Physical Education Core Courses

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (CWRM)
- PHED 380 - The Psychology of Sport and Physical Performance
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### Activity Requirement

- PHED 204 - Theory and Practice of Progressive Resistance Training
- PHED 208 - Theory and Practice of Group Instruction
- PHED 209 - Theory and Practice of Metabolic Training
- PHED 280 - Initiative Games

Two additional credits selected from Areas A, B, C, D and E

- Individual/Dual Sports
- Team Sports
- Dance
- Aquatics

## E. Fitness/Wellness

See Activity Requirements by Area below.

### Additional Required courses

- PHED 400 - Physiology and Techniques of Strength Fitness
- PHED 404 - Exercise Prescription
- PHED 409 - Planning, Implementing and Evaluating Fitness Programs
- PHED 498 - Field Experience in Physical Education or
- RECR 498 - Field Experience in Recreation
- RECR 332 - Leadership and the Group Process
- RECR 461 - Organization and Administration in Recreation

### Required Health Course

- HEAL 102 - Health and Wellness

Total minimum credits: 53

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Activity Courses by Area

AREA A	AREA B	AREA C	AREA D	AREA E
Individual/Dual Sports	Team Sports	Dance	Aquatics	Fitness/Wellness
PHED 134 - Self Defense	PHED 131 - Volleyball I-Beginner	DANC 155 - Dance Practicum	PHED 150 - Beginner Swimming	PHED 163 - Aerobics
PHED 170 - Bowling I – Beginner	PHED 132 - Field Hockey I	DANP 139 - Theory and Practice of Dance Fundamentals	PHED 152 - Theory and Practice of Lifeguard Training	PHED 188 - Jogging and Road Running
PHED 173 - Archery I – Beginner	PHED 133 - Basketball I – Beginner	DANC 147 - Theory and Practice of Ballet Fundamentals	PHED 250 - Intermediate Swimming	PHED 190 - Conditioning
PHED 174 - Tennis I – Beginner	PHED 140 - Lacrosse	DANP 153 - Jazz Dance	PHED 254 - Water Polo	PHED 193 - Weight Training
PHED 175 - Golf I – Beginner	PHED 141 - Soccer	DANP 159 - Latin Social Dance		PHED 202 - Orienteering
PHED 176 - Badminton I – Beginner	PHED 145 - Flag Football	DANP 161 - Folk Dance		PHED 203 - Basic Rock Climbing
PHED 186 - Track and Field	PHED 231 - Volleyball II – Intermediate	DANP 164 - Square and Contra Dance		PHED 204 - Theory and Practice of Progressive Resistance Training
PHED 194 - Wrestling	PHED 233 - Basketball II – Intermediate	DANP 165 - Tap Dance I		PHED 206 - Theory and Practice of New Age Fitness
PHED 196 - Fencing I – Beginner	PHED 244 - Softball	DANP 166 - African Dance		PHED 207 - Theory and Practice of Equestrianism
PHED 283 - Theory and Practice of Gymnastics	PHED 254 - Water Polo	DANP 167 - Hip-Hop Dance		PHED 208 - Theory and Practice of Group Instruction
PHED 276 - Badminton II – Intermediate	PHED 282 - Theory and Practice of Games	DANP 168 - Ballroom Dance		PHED 209 - Theory and Practice of Metabolic Training
	PHED 178 - Disc Sports	DANP 235 - Rhythmic Activities: Programming for All Ages		PHED 234 - Yoga
		DANP 268 - Ballroom Dance II - Theory, Practice and		PHED 257 - Movement and Relaxation – Theory, Practice

		Performance		and Performance
		DANP 281 - Theory and Practice of Educational Dance		PHED 278 - Bicycle Touring
		DANP 259 - Theory and Practice of Latin Social Dance		PHED 280 - Initiative Games
				PHED 356 - Canoeing I
				PHED 360 - Initiative Games II

## Physical Education, Recreation Concentration, BS

### Department: Movement Arts, Health Promotion and Leisure Studies

This concentration provides the physical education major with the knowledge and skills necessary to pursue careers in a wide variety of leisure service settings. Specifically, students who have combined the study of physical education with the recreation concentration will be capable of arranging leisure time experiences and providing leadership for children and adults in government, industry and community service agencies.

### Grade Requirement

Students must achieve a grade of "C-" or higher in the Physical Education Core courses and Activity Requirements listed below.

#### Required Physical Education Core Courses

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (CWRM)
- PHED 380 - The Psychology of Sport and Physical Performance
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### Activity Requirement

- PHED 269 - Theory and Practice of Adventure Programs
- PHED 280 - Initiative Games

Six additional activity credits. At least one credit each from Areas A, B, C, D, E (see below) (6 credits)

#### Additional Required Courses

- RECR 230 - Introduction to Recreation
- RECR 324 - Recreation for Individuals with Disabilities
- RECR 331 - Outdoor Recreation Resources
- RECR 332 - Leadership and the Group Process
- RECR 461 - Organization and Administration in Recreation
- RECR 462 - Programming for Recreation and Leisure
- RECR 498 - Field Experience in Recreation

#### Required Health Course

- HEAL 102 - Health and Wellness

#### Cognate Requirement

- SOCI 102 - Introduction to Sociology

Total minimum credits: 60

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Activity Courses by Area

AREA A	AREA B	AREA C	AREA D	AREA E
Individual/Dual Sports	Team Sports	Dance	Aquatics	Fitness/Wellness
PHED 134 - Self Defense	PHED 131 - Volleyball I-Beginner	DANC 155 - Dance Practicum	PHED 150 - Beginner Swimming	PHED 163 - Aerobics

PHED 170 - Bowling I – Beginner	PHED 132 - Field Hockey I	DANP 139 - Theory and Practice of Dance Fundamentals	PHED 152 - Theory and Practice of Lifeguard Training	PHED 188 - Jogging and Road Running
PHED 173 - Archery I – Beginner	PHED 133 - Basketball I – Beginner	DANC 147 - Theory and Practice of Ballet Fundamentals	PHED 250 - Intermediate Swimming	PHED 190 - Conditioning
PHED 174 - Tennis I – Beginner	PHED 140 - Lacrosse	DANP 153 - Jazz Dance	PHED 254 - Water Polo	PHED 193 - Weight Training
PHED 175 - Golf I – Beginner	PHED 141 - Soccer	DANP 159 - Latin Social Dance		PHED 202 - Orienteering
PHED 176 - Badminton I – Beginner	PHED 145 - Flag Football	DANP 161 - Folk Dance		PHED 203 - Basic Rock Climbing
PHED 186 - Track and Field	PHED 231 - Volleyball II – Intermediate	DANP 164 - Square and Contra Dance		PHED 204 - Theory and Practice of Progressive Resistance Training
PHED 194 - Wrestling	PHED 233 - Basketball II – Intermediate	DANP 165 - Tap Dance I		PHED 206 - Theory and Practice of New Age Fitness
PHED 196 - Fencing I – Beginner	PHED 244 - Softball	DANP 166 - African Dance		PHED 207 - Theory and Practice of Equestrianism
PHED 283 - Theory and Practice of Gymnastics	PHED 254 - Water Polo	DANP 167 - Hip-Hop Dance		PHED 208 - Theory and Practice of Group Instruction
PHED 276 - Badminton II – Intermediate	PHED 282 - Theory and Practice of Games	DANP 168 - Ballroom Dance		PHED 209 - Theory and Practice of Metabolic Training
	PHED 178 - Disc Sports	DANP 235 - Rhythmic Activities: Programming for All Ages		PHED 234 - Yoga
		DANP 268 - Ballroom Dance II - Theory, Practice and Performance		PHED 257 - Movement and Relaxation – Theory, Practice and Performance
		DANP 281 - Theory and Practice of Educational Dance		PHED 278 - Bicycle Touring
		DANP 259 - Theory and Practice of Latin Social Dance		PHED 280 - Initiative Games
				PHED 356 - Canoeing I
				PHED 360 - Initiative Games II

## Physical Education, Teacher Licensure (5-12) Concentration, BS

**Department: Movement Arts, Health Promotion and Leisure Studies**

### Prerequisites

- Declaration as a physical education major
- Acceptance in College of Education and Allied Studies professional education program prior to taking 300-level physical education teacher preparation courses.

### Grade Requirement

Students must achieve a grade of "C-" or higher in all courses listed below before admittance to the practicum in student teaching. Successful completion of the practicum also requires a grade of "C-" or higher. Students may complete PHED 401 after the practicum.

### Required Physical Education Core Courses

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (CWRM)
- PHED 380 - The Psychology of Sport and Physical Performance



- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### Activity Requirement

See Activity Courses by Area below

- DANP 281 - Theory and Practice of Educational Dance
- PHED 269 - Theory and Practice of Adventure Programs
- PHED 282 - Theory and Practice of Games
- PHED 283 - Theory and Practice of Gymnastics

Choose one of the following (1 credit)

- PHED 134 - Self Defense
- PHED 163 - Aerobics
- PHED 186 - Track and Field
- PHED 188 - Jogging and Road Running
- PHED 190 - Conditioning
- PHED 193 - Weight Training
- PHED 194 - Wrestling
- PHED 204 - Theory and Practice of Progressive Resistance Training
- PHED 209 - Theory and Practice of Metabolic Training
- PHED 234 - Yoga
- PHED 257 - Movement and Relaxation – Theory, Practice and Performance
- PHED 152 - Theory and Practice of Lifeguard Training
- PHED 150 - Beginner Swimming
- PHED 202 - Orienteering
- PHED 203 - Basic Rock Climbing
- PHED 250 - Intermediate Swimming
- PHED 278 - Bicycle Touring
- PHED 280 - Initiative Games
- PHED 356 - Canoeing I

Any one-credit dance (DANP) course

#### Additional Required Courses

- PHED 205 - Introduction to Teaching Physical Education in the Public Schools \*
- PHED 210 - Developmental Kinesiology
- PHED 212 - Strategies and Analysis of Motor Skills \*
- PHED 315 - Teaching Team and Individual Sports
- PHED 324 - Physical and Motor Development of Individuals with Disabilities
- PHED 329 - Teaching and Curriculum Development in the Middle and Junior High School
- PHED 335 - Planning, Implementation, and Evaluation in Teaching Physical Education
- PHED 491 - Field-Based Pre-Practicum (5-12) – Physical Education
- PHED 492 - Practicum in Student Teaching (5-12) – Physical Education

Note(s):

\* Must be completed prior to admission to the professional education program and enrollment in all other teacher licensure courses.

#### Required Health Course

- HEAL 102 - Health and Wellness

#### Cognate Course

- PSYC 227 - Developmental Psychology

Current certificate from the American Red Cross for Standard First Aid and CPR.

Total minimum credits: 76

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the “Undergraduate Academic Programs” section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

## Physical Education, Teacher Licensure (PreK-8) Concentration, BS

### Department: Movement Arts, Health Promotion and Leisure Studies

#### Prerequisites

- Declaration as a physical education major
- Acceptance in College of Education and Allied Studies professional education program prior to taking 300-level physical education teacher preparation courses.

#### Grade Requirement

Students must achieve a grade of "C-" or higher in all courses listed below before admittance to the practicum in student teaching.

Successful completion of the practicum also requires a grade of "C-" or higher. Students may complete PHED 401 after the practicum.

#### Required Physical Education Core Courses

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (CWRM)
- PHED 380 - The Psychology of Sport and Physical Performance
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### Activity Requirements

See Activity Courses by Area below

- DANP 281 - Theory and Practice of Educational Dance
- PHED 269 - Theory and Practice of Adventure Programs
- PHED 282 - Theory and Practice of Games
- PHED 283 - Theory and Practice of Gymnastics

Choose one of the following (1 credit)

- PHED 134 - Self Defense
- PHED 150 - Beginner Swimming
- PHED 152 - Theory and Practice of Lifeguard Training
- PHED 163 - Aerobics
- PHED 186 - Track and Field
- PHED 188 - Jogging and Road Running
- PHED 190 - Conditioning
- PHED 193 - Weight Training
- PHED 194 - Wrestling
- PHED 202 - Orienteering
- PHED 203 - Basic Rock Climbing
- PHED 204 - Theory and Practice of Progressive Resistance Training
- PHED 209 - Theory and Practice of Metabolic Training
- PHED 234 - Yoga
- PHED 250 - Intermediate Swimming
- PHED 257 - Movement and Relaxation – Theory, Practice and Performance
- PHED 278 - Bicycle Touring
- PHED 280 - Initiative Games
- PHED 356 - Canoeing I

Any one-credit dance (DANP) course

#### Additional Required Courses

- PHED 205 - Introduction to Teaching Physical Education in the Public Schools \*
- PHED 210 - Developmental Kinesiology
- PHED 225 - Observation and Analysis of Movement for Children \*
- PHED 324 - Physical and Motor Development of Individuals with Disabilities
- PHED 326 - Teaching Physical Education to Children
- PHED 329 - Teaching and Curriculum Development in the Middle and Junior High School
- PHED 335 - Planning, Implementation, and Evaluation in Teaching Physical Education
- PHED 495 - Field-Based Pre-Practicum (PreK-8) – Physical Education
- PHED 496 - Practicum in Student Teaching (PreK-8) – Physical Education

Note(s):

\* Must be completed prior to admission to the professional education program and enrollment in all other teacher licensure courses.

#### Required Health Course

- HEAL 102 - Health and Wellness

#### Cognate Course

- PSYC 227 - Developmental Psychology

Current certificate from the American Red Cross for Standard First Aid and CPR.

Total minimum credits: 76

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ PHYSICS

### Physics, General Physics Concentration, BA

#### Department: Physics

The physics major with a general physics concentration is designed to meet the needs of students seeking jobs in teaching, engineering, industry, computers, finance, biology, medicine, law and many other fields. It also would be an effective major to combine with many of the minors offered at the university. Along with the physics core and physics core cognate courses, the student must take six hours of physics electives from the list below.

#### Requirements

All physics majors take the physics core courses outlined below.

##### Core Courses

- PHYS 243 - General Physics I
- PHYS 244 - General Physics II
- PHYS 401 - Modern Physics
- PHYS 402 - Quantum Mechanics
- PHYS 414 - Experimental Physics
- PHYS 433 - Thermal Physics (Writing intensive course in the major – CWRM)
- PHYS 438 - Electricity and Magnetism
- PHYS 439 - Mechanics

Total minimum Physics Core Requirements credits: 28

##### Physics Cognate Requirements

- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II

##### Physics Electives (three credits from below)

- PHYS 107 - Exploring the Universe
- PHYS 180 - Energy and its Social Uses
- PHYS 403 - Mathematical Physics
- PHYS 408 - Astrophysics
- PHYS 409 - General Relativity and Cosmology
- PHYS 422 - Computer Simulation in Physical Science
- PHYS 435 - Optics
- PHYS 442 - Digital Electronics I
- PHYS 458 - Advanced Electricity and Magnetism
- PHYS 459 - Advanced Mechanics
- PHYS 460 - Advanced Quantum Mechanics
- PHYS 498 - Internship in Physics
- PHYS 499 - Directed Study in Physics

Total minimum credits: 47

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website,

[www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

## **Physics, Professional Physics Concentration, BS**

### **Department: Physics**

The physics major with a professional physics concentration is designed to meet the needs of students going to graduate school in physics or a related field, or jobs in science or engineering.

### **Requirements**

All physics majors take the physics core courses outlined below.

#### **Core Courses**

- PHYS 243 - General Physics I
- PHYS 244 - General Physics II
- PHYS 401 - Modern Physics
- PHYS 402 - Quantum Mechanics
- PHYS 414 - Experimental Physics
- PHYS 433 - Thermal Physics (Writing intensive course in the major – CWRM)
- PHYS 438 - Electricity and Magnetism
- PHYS 439 - Mechanics

Total minimum Physics Core Requirements credits: 28

#### **Physics Electives (9 credits)**

9 credit hours from the courses listed below

- PHYS 403 - Mathematical Physics
- PHYS 408 - Astrophysics
- PHYS 409 - General Relativity and Cosmology
- PHYS 422 - Computer Simulation in Physical Science
- PHYS 435 - Optics
- PHYS 442 - Digital Electronics I
- PHYS 458 - Advanced Electricity and Magnetism
- PHYS 459 - Advanced Mechanics
- PHYS 460 - Advanced Quantum Mechanics
- PHYS 498 - Internship in Physics
- PHYS 499 - Directed Study in Physics

#### **Cognates**

- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II
- MATH 261 - Multivariable Calculus
- MATH 316 - Differential Equations

Total minimum credits: 60

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the “Undergraduate Academic Programs” section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

## **■ POLITICAL SCIENCE**

### **Political Science, American Politics Concentration, BA**

#### **Department: Political Science**

The American politics concentration offers students a broad understanding of American politics. The concentration is designed to provide a strong undergraduate social science education in preparation for entry into advanced degree programs and professional careers in public service, private institutions and political organizations in the United States.

#### **Grade Requirement**

No grade lower than a “C-” in a political science (POLI) course may be used to fulfill the requirements of the political science major or minor. Students receiving a “D” or “F” in a political science course may continue as political science majors or minors but must either

retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same area for the major or minor.

#### Required Courses

- POLI 172 - Introduction to American Government
- POLI 250 - Research Methods in Political Science
- POLI 274 - Western Political Thought - Plato to the Present
- POLI 277 - American Government: State and Local
- POLI 475 - Senior Seminar in Political Science (CWRM)

Distribution I: Complete at least two of the following courses (6 credits)

- POLI 201 - Citizenship and Community Leadership
- POLI 260 - International Relations
- POLI 275 - Comparative Government
- POLI 279 - Introduction to Public Administration
- POLI 285 - Law and the Judicial Process

Distribution II: Complete at least one of the following courses (3 credits)

- POLI 341 - Constitutional Law and Politics: The Powers of Government
- POLI 372 - Legislative Process and Procedure
- POLI 391 - The American Presidency

Distribution III: Complete at least one of the following courses (3 credits)

- POLI 375 - American Political Parties and Interest Groups
- POLI 379 - Voters, Elections and Campaigns
- POLI 380 - Public Opinion and Mass Political Behavior

Distribution IV: Complete at least nine credits from the following courses (9 credits)

Note(s): Courses taken to satisfy Distribution II and III cannot count toward completion of Distribution IV.

- POLI 301 - Model Senate Practicum
- POLI 302 - Moot Court and Mock Trial Practicum
- POLI 341 - Constitutional Law and Politics: The Powers of Government
- POLI 342 - Constitutional Law and Politics: The First Amendment
- POLI 343 - Constitutional Law and Politics: Liberty and Equality
- POLI 344 - Constitutional Law and Politics: Rights of the Accused
- POLI 364 - Political Communication or
- COMM 364 - Political Communication
- POLI 368 - American Political Thought
- POLI 372 - Legislative Process and Procedure
- POLI 375 - American Political Parties and Interest Groups
- POLI 376 - Urban Politics
- POLI 379 - Voters, Elections and Campaigns
- POLI 380 - Public Opinion and Mass Political Behavior
- POLI 389 - Racial Politics in the United States
- POLI 391 - The American Presidency
- POLI 400 - Special Topics in Political Science
- POLI 476 - Women and Politics
- POLI 479 - Public Policy
- POLI 485 - Honors Thesis in Political Science
- POLI 498 - Internship in Political Science
- POLI 499 - Directed Study in Political Science

Note(s)

Only three credits in each of the following may be applied to the major, regardless of concentration, or the minor: POLI 498 Internship in Political Science; POLI 499 Directed Study in Political Science; practicum in political science (including POLI 301 Model Senate Practicum and POLI 302 Moot Court and Mock Trial Practicum).

Credit for internship, directed study and special topics in political science may be applied to concentration requirements only if they are related to the student's concentration. This determination is made by the department chairperson.

Total minimum credits: 36

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Political Science, BA**

### **Department: Political Science**

#### **Grade Requirement**

No grade lower than a "C-" in a political science (POLI) course may be used to fulfill the requirements of the political science major or minor. Students receiving a "D" or "F" in a political science course may continue as political science majors or minors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same area for the major or minor.

#### **Required Courses**

- POLI 172 - Introduction to American Government
- POLI 250 - Research Methods in Political Science
- POLI 475 - Senior Seminar in Political Science (CWRM)

Distribution I: Complete at least four of the following courses (12 credits)

- POLI 201 - Citizenship and Community Leadership
- POLI 260 - International Relations
- POLI 274 - Western Political Thought - Plato to the Present
- POLI 275 - Comparative Government
- POLI 277 - American Government: State and Local
- POLI 279 - Introduction to Public Administration
- POLI 285 - Law and the Judicial Process

Distribution II: Complete at least 15 credits at the POLI 300 or POLI 400 level (15 credits)

Note(s):

Only three credits in each of the following may be applied to the major, regardless of concentration, or the minor: POLI 498 Internship in Political Science; POLI 499 Directed Study in Political Science; practicum in political science (including POLI 301 Model Senate Practicum and POLI 302 Moot Court and Mock Trial Practicum).

Credit for internship, directed study and special topics in political science may be applied to concentration requirements only if they are related to the student's concentration. This determination is made by the department chairperson.

Total minimum credits: 36

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Political Science, International Affairs Concentration, BA

### Department: Political Science

The international affairs concentration is designed for those students who wish to pursue a graduate degree and/or a career in this field. An appropriate sequence of courses enables students to acquire a cross-cultural perspective and obtain a broader comprehension of the relations among nations in our complex and dynamic world. The growing interdependence of the global community has increased the importance of this field of special study. In addition, as the number of nation-states has multiplied and governmental and non-governmental international organizations continue to expand, so have opportunities for national, foreign and international service.

### Grade Requirement

No grade lower than a "C-" in a political science (POLI) course may be used to fulfill the requirements of the political science major or minor. Students receiving a "D" or "F" in a political science course may continue as political science majors or minors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same area for the major or minor.

### Required Courses

- POLI 172 - Introduction to American Government
- POLI 250 - Research Methods in Political Science
- POLI 260 - International Relations
- POLI 275 - Comparative Government
- POLI 384 - United States Foreign Policy
- POLI 473 - Globalization and Global Governance
- POLI 475 - Senior Seminar in Political Science (CWRM)

Distribution I: Complete at least two of the following courses (6 credits)

- POLI 201 - Citizenship and Community Leadership
- POLI 274 - Western Political Thought - Plato to the Present
- POLI 277 - American Government: State and Local
- POLI 279 - Introduction to Public Administration
- POLI 285 - Law and the Judicial Process

Distribution II: Complete at least two of the following courses (6 credits)

- POLI 330 - Asian Politics
- POLI 366 - Terrorism and U.S. National Security
- POLI 377 - Canadian-American Political Relations
- POLI 381 - United States and Latin American Relations
- POLI 382 - Latin American Government and Politics
- POLI 385 - Government and Politics in the Middle East
- POLI 386 - Canadian Politics
- POLI 387 - Government and Politics of Africa
- POLI 388 - The Government and Politics of Eastern Europe

Distribution III: Complete at least one of the following courses (3 credits)

- POLI 361 - International Political Economy
- POLI 365 - International Politics of the Environment
- POLI 392 - Democratic Theory and Democratization
- POLI 400 - Special Topics in Political Science
- POLI 455 - Authoritarian Political Systems
- POLI 485 - Honors Thesis in Political Science
- POLI 488 - Politics and Development in the Third World
- POLI 498 - Internship in Political Science
- POLI 499 - Directed Study in Political Science

Note(s):

Only three credits in each of the following may be applied to the major, regardless of the concentration, or the minor: POLI 498 Internship in Political Science; POLI 499 Directed Study in Political Science; practicum in political science (including POLI 301 Model Senate Practicum and POLI 302 Moot Court and Mock Trial Practicum).

Credit for internship, directed study and special topics in political science may be applied to concentration requirements only if they are related to the student's concentration. This determination is made by the department chairperson.

Total minimum credits: 36

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website,



[www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Political Science, Legal Studies Concentration, BA

### Department: Political Science

The legal studies concentration is designed for students who are considering law-related careers in the private or public sectors. Having taken several law-related courses as undergraduates, graduates may thereafter pursue further study in law school or an institution training them for paralegal work.

In today's society, the legal profession and the number of subfields that have developed has grown dramatically. Moreover, knowledge of the law and its application to everyday life is now essential. Students choosing the legal studies concentration will therefore not only gain a solid foundation in the various areas of the law, but will also gain a valuable preparation for the challenges that await in the professional world after graduation.

### Grade Requirement

No grade lower than a "C-" in a political science (POLI) course may be used to fulfill the requirements of the political science major or minor. Students receiving a "D" or "F" in a political science course may continue as political science majors or minors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same area for the major or minor.

### Required Courses

- POLI 172 - Introduction to American Government
- POLI 250 - Research Methods in Political Science
- POLI 274 - Western Political Thought - Plato to the Present
- POLI 285 - Law and the Judicial Process
- POLI 341 - Constitutional Law and Politics: The Powers of Government
- POLI 372 - Legislative Process and Procedure
- POLI 475 - Senior Seminar in Political Science (CWRM)

Distribution I: Complete at least two of the following courses (6 credits)

- POLI 201 - Citizenship and Community Leadership
- POLI 260 - International Relations
- POLI 275 - Comparative Government
- POLI 277 - American Government: State and Local
- POLI 279 - Introduction to Public Administration

Distribution II: Complete at least one of the following courses (3 credits)

- POLI 342 - Constitutional Law and Politics: The First Amendment
- POLI 343 - Constitutional Law and Politics: Liberty and Equality
- POLI 344 - Constitutional Law and Politics: Rights of the Accused
- POLI 495 - Administrative Law and Regulation

Distribution III: Complete at least six credits from the following courses (6 credits)

- PHIL 222 - Philosophy of Law
- PHIL 235 - Human Rights and Human Liberties
- POLI 302 - Moot Court and Mock Trial Practicum
- POLI 368 - American Political Thought
- POLI 400 - Special Topics in Political Science
- POLI 485 - Honors Thesis in Political Science
- POLI 498 - Internship in Political Science
- POLI 499 - Directed Study in Political Science

Note(s):

Only three credits in each of the following may be applied to the major, regardless of concentration, or the minor: POLI 498 - Internship in Political Science; POLI 499 - Directed Study in Political Science; practicum in political science (including POLI 301 - Model Senate Practicum and POLI 302 - Moot Court and Mock Trial Practicum).

Credit for internship, directed study and special topics in political science may be applied to concentration requirements only if they are related to the student's concentration. This determination is made by the department chairperson.

Total minimum credits: 36

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Political Science, Public Administration Concentration, BA

### Department: Political Science

The public administration concentration is designed for those students who wish to pursue a Master of Public Administration degree and/or a career in this field. The concentration prepares students for a career focus in the public and nonprofit sectors at the federal, state and local levels.

### Grade Requirement

No grade lower than a "C-" in a political science (POLI) course may be used to fulfill the requirements of the political science major or minor. Students receiving a "D" or "F" in a political science course may continue as political science majors or minors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same area for the major or minor.

### Required Courses

- POLI 172 - Introduction to American Government
- POLI 250 - Research Methods in Political Science
- POLI 277 - American Government: State and Local
- POLI 279 - Introduction to Public Administration
- POLI 329 - Leadership in Human Resources
- POLI 390 - Public Finance
- POLI 475 - Senior Seminar in Political Science (CWRM)

Distribution I: Complete at least two of the following courses (6 credits)

- POLI 201 - Citizenship and Community Leadership
- POLI 260 - International Relations
- POLI 274 - Western Political Thought - Plato to the Present
- POLI 275 - Comparative Government
- POLI 285 - Law and the Judicial Process

Distribution II: Complete at least 9 credits from the following courses (9 credits)

Note(s): Courses taken to satisfy Distribution I cannot count toward completion of Distribution II.

- POLI 201 - Citizenship and Community Leadership
- POLI 341 - Constitutional Law and Politics: The Powers of Government
- POLI 376 - Urban Politics
- POLI 400 - Special Topics in Political Science
- POLI 479 - Public Policy
- POLI 485 - Honors Thesis in Political Science
- POLI 495 - Administrative Law and Regulation
- POLI 498 - Internship in Political Science
- POLI 499 - Directed Study in Political Science

Note(s):

Only three credits in each of the following may be applied to the major, regardless of concentration, or the minor: POLI 498 Internship in Political Science; POLI 499 Directed Study in Political Science; practicum in political science (including POLI 301 Model Senate Practicum and POLI 302 Moot Court and Mock Trial Practicum).

Credit for internship, directed study and special topics in political science may be applied to concentration requirements only if they are related to the student's concentration. This determination is made by the department chairperson.

Total minimum credits: 36

### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ PSYCHOLOGY

### Psychology, BS

#### Department: Psychology

#### Grade Requirement

To qualify for graduation with a degree in Psychology, the student must have a major grade point average of 2.50 or higher. Additionally, a grade of C or higher in both PSYC 201 - Statistics for Psychology and PSYC 320 - Research Methods in Psychology is required for the major.

#### Requirements

- PSYC 100 - Introductory Psychology
- PSYC 150 - Orientation to the Psychology Major (All psychology majors must successfully complete PSYC 150 during their first year as a degree-seeking psychology major)
- PSYC 201 - Statistics for Psychology
- PSYC 224 - Child Psychology or
- PSYC 227 - Developmental Psychology
- PSYC 242 - Biopsychology
- PSYC 310 - Social Psychology
- PSYC 320 - Research Methods in Psychology (CWRM)
- PSYC 352 - Psychology of Learning
- PSYC 360 - Psychology of Personality

In addition, psychology majors must select five elective courses as follows:

#### Advanced Psychological Studies

Select one of the following courses (3 credits)

- PSYC 349 - Perspectives on the Holocaust
- PSYC 350 - Special Topics in Psychology
- PSYC 421 - Psychology of Human Differences
- PSYC 426 - Comparative Psychology
- PSYC 427 - History of Psychology
- PSYC 460 - Neuropsychology
- PSYC 490 - Senior Seminar (CWRM)

#### Biobehavioral, Cognitive and Social Psychological Studies

Select one of the following courses (3 credits)

- PSYC 230 - Cross-Cultural Psychology
- PSYC 313 - Industrial and Organizational Psychology
- PSYC 337 - Cognitive Psychology
- PSYC 344 - Drugs and Human Behavior
- PSYC 355 - Behavior Analysis
- PSYC 410 - Applied Social Psychology
- PSYC 440 - Sensation and Perception
- PSYC 445 - Psychology of Consciousness
- PSYC 474 - Forensic Psychology

#### Clinical Studies and Practicum and Research

Select one of the following courses (3 credits)

- PSYC 215 - Service-Learning in Psychology
- PSYC 269 - Psychology of Criminal Behavior
- PSYC 370 - Abnormal Psychology
- PSYC 465 - Health Psychology
- PSYC 470 - Clinical Psychology
- PSYC 493 - Practicum: Peer Assisted Learning
- PSYC 496 - Personnel Practicum
- PSYC 497 - Research
- PSYC 498 - Clinical Practicum
- PSYC 499 - Directed Study in Psychology

#### Additional Electives

Any two psychology courses not already taken above (6 credits)

#### Cognate Requirement

One biology laboratory course from the following (4 credits)

- BIOL 100 - General Principles of Biology
- BIOL 102 - Introduction to Zoology
- BIOL 121 - General Biology I

Note:

First Year Seminar and Second Year Seminar may not be applied to the requirements of the psychology major or minor.

Total minimum credits: 44

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ SOCIAL WORK

### Social Work, BS

**Department: School of Social Work**

**Admission to the Social Work Program**

#### Admission Requirements

To be formally admitted to the social work program, a student must:

- Meet with an assigned social work adviser.
- Complete a minimum of 36 hours of Core Curriculum Requirements that include ENGL 101 - Writing Rhetorically, ENGL 102 - Writing Rhetorically with Sources, COMM 102 - Introduction to Public Speaking, SOCI 102 - Introduction to Sociology, and a biology course (see list under Required Cognates). PSYC 100 - Introductory Psychology is also required.
- Have completed 60 hours of course work with a minimum overall GPA of 2.5 and a minimum GPA of 2.8 in social work. (Students with a GPA between 2.0 and 2.5 may petition the social work program admissions committee that they be accepted into the major due to special circumstances. If the decision of the committee is favorable, such students will be granted conditional acceptance only to the program.)
- Have completed SCWK 250 and SCWK 270 with a social work course GPA (not including cognates) of 2.8 and no social work course grades below "C". Students falling slightly below these standards will have their grade performance reviewed by the social work program admission committee.
- Demonstrate competency in oral and written communication since such skills are fundamental to and utilized in everyday social work practice.
- Complete an application for admission to the social work program. This application includes basic biographical data, information on employment and volunteer experiences, and a two-to-four-page self-evaluation of the student's interest, readiness and suitability for a career in social work. The purpose of the self-evaluation is to reflect the applicant's commitment to the goals and purposes of social work. The application is available through the student's assigned faculty adviser in the School of Social Work. The application should be reviewed by the student's adviser and an additional social work faculty member.
- Submit a copy of his/her degree audit that provides an up-to-date indication of cumulative and social work GPAs.
- Be successfully reviewed by the social work faculty. All information obtained through the admission process will be held in confidence. Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program.
- Sign a statement indicating that he/she has read and will follow the National Association of Social Worker's Code of Ethics. This code is printed in the Encyclopedia of Social Work and is available through the NASW website ([www.naswdc.org](http://www.naswdc.org)).

Applicants are notified in writing by the social work program admissions committee about the outcome of the admission process.

Only social work courses from four-year colleges accredited by the Council on Social Work Education will be granted equivalency credit with the possible exception of SCWK 250. Transfer students must provide evidence that these courses sufficiently correspond with the goals and objectives specified in courses within the School of Social Work curriculum. Performance evaluations of any fieldwork courses completed are also required. The only other course exception would be below 300-level required social work course offered on an off-campus site by a Bridgewater State University social work faculty person or other CSWE qualified social work faculty, provided the course is fully duplicative of the same course in the School of Social Work's curriculum as determined through the official articulated agreement by the faculty after review.

#### Admission to SCWK 338 Introduction to Social Work Practice

Students are eligible for admission to SCWK 338, the combined initial practice course and junior year field work experience, after being formally admitted into the social work program. They should have completed SCWK 320 or be taking it concurrently. A GPA of 2.8 in social

work courses and 2.5 overall must be achieved prior to admission to SCWK 338. Students must also complete the department's Junior Prospective Intern Data Form.

The social work faculty's field education coordinator discusses the placement with the student and arranges for an agency contact. The student then meets with the agency supervisor to discuss the placement, mutual expectations and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and preplacement contacts are worked out on an individual basis.

#### **Admission to SCWK 498 Field Experience in Social Work**

A student is eligible for placement in SCWK 498, the 410+ clock hour senior year fieldwork experience, after being formally admitted into the social work program and after completing SCWK 320 and SCWK 338. In the spring semester each student applying for senior field placement is required to make an appointment with the field coordinator to discuss options and procedures. Applications are due no later than Feb. 15 for placement in the following fall. Placements are from September to May and are not available during the summer. Evening and weekend placements are not available.

All applications for field placement are reviewed by the social work field education review committee. The needs, strengths and interests of the students, as well as availability of agency and program placement resources, are discussed. Additionally, each applicant is interviewed by the social work field coordinator. Issues of concern that may have been identified during the applicant's program admission interview, if needed, are to be addressed with the applicant. Goals for the student and possible agency options are explored. A particular setting will be recommended on the basis of these variables.

The field education coordinator discusses the placement with the student and arranges for an agency contact. The student then meets with the agency supervisor to discuss the placement, mutual expectations and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and preplacement contacts are worked out on an individual basis.

It is recommended that each student join the National Association of Social Workers during the semester prior to field placement.

#### **Retention in the Social Work Major**

Students must remain in full compliance with all requirements, policies and procedures of the School of Social Work, the university and the Council on Social Work Education. Students may be terminated from the social work program if, in the professional judgment of the social work faculty, violations of professional and/or ethical codes have occurred. These violations are discussed in detail in the department's admission, termination and appeals policies and procedures. Dismissal from two field placements due to unacceptable performance and/or two or more failures in any social work course may result in the termination of the student from the social work program. All students wishing to pursue a major in social work are strongly urged to obtain a copy of this document from the School of Social Work. Course work with a grade lower than "C" must be repeated prior to graduation.

#### **Grade Requirement**

A minimum grade of "C" is required in all social work (SCWK) courses required in the major. Course work with a grade lower than "C" in these requirements must be repeated prior to graduation. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

#### **Requirements**

- SCWK 250 - Introduction to Social Welfare
- SCWK 270 - Social Work Issues of Diversity and Oppression
- SCWK 320 - Human Behavior and Social Environment I
- SCWK 321 - Human Behavior and Social Environment II
- SCWK 338 - Introduction to Social Work Practice
- SCWK 350 - Social Welfare Policy
- SCWK 375 - Data Analysis for Social Work
- or PSYC 201 - Statistics for Psychology
- or SOCI 391 - Seminar: Social Data Analysis
- SCWK 380 - Research Methods in Social Work
- SCWK 431 - Social Work Practice with Individuals, Families and Groups
- SCWK 432 - Social Work Practice with Communities and Organizations
- SCWK 498 - Field Experience in Social Work (two semesters; six credits each semester) (CWRM)

#### **Elective**

One additional 300-400 level course in social work taken at Bridgewater State University (3 credits)

#### **Required cognates**

- PSYC 100 - Introductory Psychology
- SOCI 102 - Introduction to Sociology

One semester in a biology course (3 credits) from the following

- BIOL 100 - General Principles of Biology
- BIOL 102 - Introduction to Zoology
- BIOL 110 - Biology: A Human Approach

- BIOL 111 - Human Heredity
- BIOL 112 - Biology and Human Thought
- BIOL 115 - Microbial World and You
- BIOL 117 - Environmental Biology
- BIOL 121 - General Biology I
- BIOL 128 - The Biology of Human Sexuality

#### Recommended Social Work Electives

- SCWK 304 - The Psychosocial Development of Women
- or WMST 304 - The Psychosocial Development of Women
- SCWK 305 - Interventions in Child Welfare
- SCWK 333 - Current Issues in Aging: A Multidisciplinary Perspective
- SCWK 334 - Intervention with Family Systems
- SCWK 376 - Social Work with Adolescents and Young Adults
- SCWK 392 - Treating Childhood Sexual Abuse
- SCWK 399 - Special Topics in Social Work
- SCWK 415 - Social Services in Alcohol and Substance Abuse
- SCWK 435 - School Social Work – History, Theory and Issues
- SCWK 446 - Social Work Practice with Groups
- SCWK 499 - Directed Study in Social Work

Total minimum credits: 54

#### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the “Undergraduate Academic Programs” section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

## ■ SOCIOLOGY

### Sociology, BA

#### Department: Sociology

#### Required Courses

- SOCI 102 - Introduction to Sociology
- SOCI 300 - Seminar: Social Theory (CWRM)
- SOCI 390 - Seminar: Research Methods in Sociology
- SOCI 391 - Seminar: Social Data Analysis

Plus any one of the following (3 credits)

- SOCI 204 - Gender, Sexuality and Society
- SOCI 207 - Social Inequality
- SOCI 312 - Discrimination and Prejudice
- SOCI 315 - Race and Ethnicity in America
- SOCI 326 - Social Gerontology – Sociology of Aging
- SOCI 330 - Women's Roles: Sociology of Sex and Gender

Plus any one of the following (3 credits)

- SOCI 206 - Cities and People: Urban Sociology
- SOCI 305 - Sociology of Education
- SOCI 307 - Medical Sociology
- SOCI 332 - Sociology of Organizations
- SOCI 340 - Sociology of Politics
- SOCI 350 - Sociology of Work

Plus any one of the following (3 credits)

- SOCI 104 - Global Social Problems
- SOCI 214 - Middle Eastern Societies
- SOCI 217 - East Asian Societies: China and Japan
- SOCI 218 - Chinese Society and Culture
- SOCI 220 - The Developing World

Plus four additional sociology courses, including those not already taken from the lists above, three of which must be at the 200-level or above (12 credits)

Capstone Requirement (3 credits)

Students must complete an Honors Thesis (SOCI 485); Seminar: Critical Issues in Sociology (SOCI 496); a research project (SOCI 497); or a three-credit internship (SOCI 498).

Total minimum credits: 36

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



## **Sociology, City, Community and Region, Concentration, BA**

### **Department: Sociology**

#### **Required Courses**

- SOCI 102 - Introduction to Sociology
- SOCI 206 - Cities and People: Urban Sociology
- SOCI 300 - Seminar: Social Theory (CWRM)
- SOCI 390 - Seminar: Research Methods in Sociology
- SOCI 391 - Seminar: Social Data Analysis

Three of the following courses (9 credits)

- SOCI 211 - Homelessness in U.S. Society
- SOCI 351 - Sustainable Cities
- CRJU 352 - Urban Crime
- or SOCI 352 - Urban Crime
- SOCI 353 - Experiencing World Cities
- SOCI 380 - Qualitative Methods and Urban Ethnography
- SOCI 426 - Urban Enclaves

Plus three additional sociology courses, including those not already taken from the lists above, which must be at the 200-level or above (9 credits)

Capstone Requirement (3 credits)

Students must complete an honors thesis (SOCI 485), Seminar: Critical Issues in Sociology (SOCI 496), a research project (SOCI 497); or a three-credit internship (SOCI 498).

Total minimum credits: 36

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Sociology, Education Concentration, BA**

### **Department: Sociology**

#### **Required Courses**

- SOCI 102 - Introduction to Sociology
- SOCI 300 - Seminar: Social Theory (CWRM)
- SOCI 305 - Sociology of Education
- SOCI 332 - Sociology of Organizations
- SOCI 390 - Seminar: Research Methods in Sociology
- SOCI 391 - Seminar: Social Data Analysis

One course from the following (3 credits)

- SOCI 322 - Sociology of Childhood
- SOCI 323 - Sociology of Adolescence

One course from the following (3 credits)

- SOCI 204 - Gender, Sexuality and Society
- SOCI 207 - Social Inequality
- SOCI 312 - Discrimination and Prejudice
- SOCI 315 - Race and Ethnicity in America
- SOCI 330 - Women's Roles: Sociology of Sex and Gender

Plus three additional sociology courses, including those not already taken from the lists above, one of which must be at the 200-level or above (9 credits)

Capstone Requirement (3 credits)

Students must complete an honors thesis (SOCI 485), Seminar: Critical Issues in Sociology (SOCI 496), a research project (SOCI 497); or a three-credit internship (SOCI 498).

Total minimum credits: 36

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website,

[www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

## **Sociology, Global Studies and Social Justice Concentration, BA**

### **Department: Sociology**

#### **Required Courses**

- SOCI 102 - Introduction to Sociology
- SOCI 104 - Global Social Problems
- SOCI 300 - Seminar: Social Theory (CWRM)
- SOCI 390 - Seminar: Research Methods in Sociology
- SOCI 391 - Seminar: Social Data Analysis

Plus one of the following (3 credits)

- SOCI 341 - Globalization, Political Economy and Social Change
- SOCI 343 - Social Structure and Social Justice

Plus any three courses from the following (9 credits)

- SOCI 207 - Social Inequality
- SOCI 211 - Homelessness in U.S. Society
- SOCI 214 - Middle Eastern Societies
- SOCI 216 - Latin American Societies
- SOCI 217 - East Asian Societies: China and Japan
- SOCI 220 - The Developing World
- SOCI 222 - African World Perspectives
- SOCI 280 - Genocide and Political Violence
- SOCI 316 - Social Movements
- SOCI 351 - Sustainable Cities
- SOCI 353 - Experiencing World Cities

Plus two additional 300-level sociology courses, not already taken from the lists above (6 credits)

Capstone Requirement (3 credits)

Students must complete an honors thesis (SOCI 485 - Honors Thesis); Seminar: Critical Issues in Sociology (SOCI 496 - Senior Seminar: Critical Issues in Sociology); a research project (SOCI 497 - Research); or a three-credit internship (SOCI 498 - Internship in Sociology).

Total minimum credits: 36

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the “Undergraduate Academic Programs” section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

## ■ SPANISH

### Spanish, BA

#### Department: Foreign Languages

##### Grade Requirement

Students must receive the grade of "C" or higher in a LASP designated course (LASP 200 and above) for the course to count for the Spanish major. LASP 200 and 300 must be repeated if the grade earned is less than "C".

To qualify for graduation with a degree in Spanish, the student must have a major grade point average (GPA) of 2.3 or higher.

##### Required Courses (24 credits)

- LASP 200 - Intermediate Spanish II
- LASP 252 - Introduction to Hispanic Literature
- LASP 253 - Introduction to Hispanic Linguistics
- LASP 281 - Spanish Conversation
- LASP 300 - Spanish Composition (CWRM)
- LASP 370 - Patterns of the Spanish Language
- LASP 391 - Spanish Civilization
- LASP 392 - Spanish-American Civilization

##### Linguistic Elective Courses (3 credits)

Select one course:

- LASP 324 - Spanish Applied Linguistics
- LASP 390 - Spanish Phonetics and Phonology

##### Literature Electives (9 credits)

A minimum of three credits must be taken from Spain electives and a minimum of three credits must be taken from Spanish America electives:

##### Spain

- LASP 301 - The Golden Age of Spanish Literature
- LASP 351 - Cervantes
- LASP 381 - The Middle Ages
- LASP 400 - Survey of Spanish Literature
- LASP 401 - Topics in Spanish Literature

##### Spanish America

- LASP 310 - Contemporary Latin American Short Story
- LASP 320 - Latin American Poetry
- LASP 402 - Survey of Spanish-American Literature
- LASP 403 - Topics in Spanish-American Literature
- LASP 410 - Latin American Novel: Early Twentieth Century
- LASP 420 - The Contemporary Latin American Novel

##### Other

- LASP 350 - Gender, Sexuality and Politics in Hispanic Cinema \*
- LASP 490 - Seminar in Hispanic Literature
- LASP 495 - Seminar in Spanish-American Literature

##### Note(s):

SACHEM consortium courses and study abroad are available for transfer purposes. See the "The Undergraduate Academic Experience" of this catalog or further information.

The Spanish major sequence is not available in the evening hours.

Total minimum credits: 36

##### Core Curriculum Requirements

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Spanish, Secondary Education Concentration, BA

Departments: Foreign Languages, Secondary Education and Professional Programs

Students may minor in secondary education (grades 5-12) with the Spanish major. Successful completion of this program and a minor in secondary education will lead to Massachusetts Initial Teacher Licensure-Spanish. All LASP courses or equivalents must be taught in Spanish. Students should also refer to Secondary Education and Professional Programs for specific teacher licensure and minor requirements.

Required Courses: (30 credits)

- LASP 200 - Intermediate Spanish II
- LASP 252 - Introduction to Hispanic Literature
- LASP 253 - Introduction to Hispanic Linguistics
- LASP 281 - Spanish Conversation
- LASP 300 - Spanish Composition (CWRM)
- LASP 324 - Spanish Applied Linguistics
- LASP 370 - Patterns of the Spanish Language
- LASP 390 - Spanish Phonetics and Phonology
- LASP 391 - Spanish Civilization
- LASP 392 - Spanish-American Civilization

Literature Electives:

Spain: Select one course (3 credits)

- LASP 301 - The Golden Age of Spanish Literature
- LASP 351 - Cervantes
- LASP 381 - The Middle Ages
- LASP 400 - Survey of Spanish Literature
- LASP 401 - Topics in Spanish Literature
- LASP 490 - Seminar in Hispanic Literature

Spanish America: Select one course (3 credits)

- LASP 310 - Contemporary Latin American Short Story
- LASP 320 - Latin American Poetry
- LASP 402 - Survey of Spanish-American Literature
- LASP 403 - Topics in Spanish-American Literature
- LASP 410 - Latin American Novel: Early Twentieth Century
- LASP 420 - The Contemporary Latin American Novel
- LASP 495 - Seminar in Spanish-American Literature

Total minimum credits: 36

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **■ SPECIAL EDUCATION**

### **Special Education, Communication Disorders Concentration, BSE**

**Department: Special Education and Communication Disorders**

Concentration Requirements

The minimum requirements for the communication disorders concentration include the following.

- SPED 203 - Cultural Diversity Issues in School and Society
- COMD 220 - Introduction to Communication Sciences and Disorders
- COMD 281 - Speech Anatomy and Physiology
- COMD 282 - Speech and Hearing Science
- COMD 290 - Language Acquisition and Development
- COMD 294 - Phonetics
- COMD 312 - Language Disorders in Children
- COMD 313 - Phonology and Articulation Disorders
- COMD 351 - Introduction to Audiology
- COMD 393 - Aural Rehabilitation
- COMD 480 - Clinical Procedures: An Overview

Elective (choose one from the following) (3 credits)

- COMD 325 - Voice Disorders in Children and Adults or
- COMD 381 - Neurological Bases of Speech and Language

#### **Required Cognates**

- PSYC 227 - Developmental Psychology
- ENGL 323 - Introduction to Linguistics

Once a student declares communication disorders as a concentration, he or she will be screened for adequate speech and language patterns to assure appropriate modeling of speech by therapists.

Appropriate recommendations will be made for improvement, which the student will be required to follow if he or she wishes to pursue a practicum program sequence.

Total minimum credits: 42

#### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Special Education, Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) Concentration, BSE**

**Department: Special Education and Communication Disorders**

### **Admission Requirements**

- Candidates are enrolled in two majors: special education and a humanities and social sciences major
- Candidates must meet College of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL) and an undergraduate GPA of 2.8 (with "C+" or better in ENGL 101 and ENGL 102) prior to enrolling in SPED 300- or 400-level course work

### **Program Requirements**

- In consultation with advisers, undertake appropriate course work and activities.
- Candidates must complete appropriate core curriculum and arts and sciences requirements.
  - a. PreK-8 candidates must, prior to the student teaching experience,
    1. complete an appropriate psychology course (either PSYC 224 or PSYC 227 or equivalent)
    2. have passed the General Curriculum MTEL®
    3. have passed the Foundations of Reading MTEL®
  - b. 5-12 candidates must, prior to the student teaching experience,
    1. complete an appropriate psychology course (PSYC 227 or equivalent)
    2. have either passed a subject content MTEL® or the General Curriculum MTEL®
    3. have passed the Foundations of Reading MTEL

### **Cognate Requirements**

PreK-8 candidates must complete

- PSYC 224 - Child Psychology
- or PSYC 227 - Developmental Psychology or equivalent

5-12 candidates must complete

- PSYC 227 - Developmental Psychology or equivalent

### **Licensure Requirements**

- SPED 202 - Introduction to Special Education \*
  - or SPED 211 - The Early Childhood Learner with Special Needs \*
- \* To be completed prior to admission to professional education and enrollment in upper-division education courses.
- SPED 203 - Cultural Diversity Issues in School and Society
  - SPED 302 - Principles and Application of Behavioral Management for the Special Needs Learner
  - SPED 303 - Principles and Procedures of Assessment of Special Needs Learners
  - SPED 401 - Professional Practices for Beginning Special Educators (CWRM)
  - SPED 402 - Children with Reading Disability: Diagnosis and Teaching Strategies
  - SPED 403 - Curriculum Development and Implementation for Special Needs Learners
  - SPED 431 - Student Teaching Practicum -- Moderate Disabilities (PreK-8)
  - or SPED 432 - Student Teaching -- Moderate Disabilities (5-12)

Total minimum credits: 30

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## **Special Education, Teacher of Students with Severe Disabilities (All Levels) Concentration, BSE**

**Departments: Special Education and Communication Disorders**

### **Admission Requirements**

- Candidates are enrolled in two majors, special education and an arts and sciences major
- Candidates must meet College of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL) and an undergraduate GPA of 2.8 (with "C+" or better in ENGL 101 and ENGL 102) prior to enrolling in SPED 300 or 400 level course work

### **Program Requirements**

- In consultation with advisers, undertake appropriate course work and activities
- Candidates must complete appropriate core curriculum and arts and sciences requirements
- Candidates must submit evidence that they have passed the General Curriculum MTEL® prior to the student teaching experience

Licensure Requirements

- COMD 290 - Language Acquisition and Development
- \* SPED 202 - Introduction to Special Education
- SPED 203 - Cultural Diversity Issues in School and Society
- SPED 302 - Principles and Application of Behavioral Management for the Special Needs Learner
- SPED 303 - Principles and Procedures of Assessment of Special Needs Learners
- SPED 402 - Children with Reading Disability: Diagnosis and Teaching Strategies
- SPED 410 - Instructional and Curricular Strategies for Learners with Intensive Special Needs I
- SPED 411 - Instructional and Curricular Strategies for Learners with Intensive Special Needs II (CWRM)
- SPED 433 - Student Teaching -- Severe Disabilities

Note(s):

\* To be completed prior to admission to professional education and enrollment in upper-division education courses.

Total minimum credits: 30

### **Core Curriculum Requirements**

A minimum of 120 earned credit hours is required for graduation. These earned hours include the Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum website, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ■ MINOR

### **Accounting and Finance Minor**

#### **Department: Accounting and Finance**

Students from majors other than Accounting and Finance may elect this minor to broaden their background and expand their potential in job related areas of their respective disciplines. The central purpose of this minor is to provide initial exposure to the basic areas of business and the environment of the financial world.

#### **Required Courses**

- 1) Both of the following courses
  - ACFI 100 - Fundamentals of Financial Reporting
  - ACFI 200 - Financial Accounting
- 2) Any two courses from the following (At least one must be an ACFI course) (6 credits)
  - ACFI 150 - Personal Finance
  - ACFI 305 - Business Law I
  - ACFI 340 - Intermediate Accounting I
  - ACFI 341 - Intermediate Accounting II
  - ACFI 350 - Managerial Accounting
  - ACFI 385 - Managerial Finance
  - ACFI 498 - Internship in Accounting
  - COMP 105 - Computers and Their Applications: An Introduction
  - COMP 151 - Computer Science I
  - ECON 101 - Principles of Microeconomics
  - ECON 102 - Principles of Macroeconomics
  - MATH 141 - Elements of Calculus I
  - MATH 144 - Applied Calculus for Business
  - MATH 161/161E - Single Variable Calculus I
  - MGMT 130 - Principles of Management
  - MGMT 498 - Internship in Management (No more than three credits in internship may be applied to the minor.)
- 3) Any two courses from the following (6 credits)
  - ACFI 340 - Intermediate Accounting I
  - ACFI 341 - Intermediate Accounting II
  - ACFI 406 - Legal and Regulatory Processes
  - ACFI 430 - Cost Accounting
  - ACFI 445 - Auditing
  - ACFI 455 - International Finance
  - ACFI 460 - Advanced Accounting I



- ACFI 465 - Options and Futures Markets
- ACFI 466 - Federal Taxation
- ACFI 470 - Financial Information Systems and Control
- ACFI 476 - Insurance and Risk Management
- ACFI 485 - Capital Budgeting
- ACFI 486 - Real Estate Investment and Finance
- ACFI 490 - Investments
- ACFI 492 - Advanced Financial Reporting

Note(s):

- If ACFI 340 or ACFI 341 are used to satisfy requirement 2, they cannot be used to satisfy requirement 3.
- Students who double minor in both Accounting and Finance and in Actuarial Science may not apply ACFI 476 or ACFI 490 toward the minor in Accounting and Finance.

Total minimum credits: 18

### Actuarial Science Minor

This interdisciplinary minor, drawing from both high-level mathematics courses and finance courses, is ideally suited for mathematics majors or accounting and finance majors who are interested in preparing for the actuarial science exam and in pursuing an actuarial career or a career in a related area.

#### Requirements

- ACFI 200 - Financial Accounting
- ACFI 385 - Managerial Finance
- ACFI 485 - Capital Budgeting
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II
- MATH 261 - Multivariable Calculus

Total minimum credits: 21

For further information, interested students should contact Dr. Shannon Donovan of the Department of Accounting and Finance.

### African Studies Minor

The African studies minor is an interdisciplinary program designed to expose students to the richly diverse countries and cultures on the African continent and beyond. This comprehensive program will allow students to gain a thorough understanding of contemporary socio-economic, political, cultural and environmental issues pertaining to Africa in a globally interconnected world. The courses are drawn from more than a dozen affiliated departments. Students will be required to complete 18 credits as follows.

#### Required Course

- ANTH 209 - Peoples and Cultures of Africa

#### Electives

Five courses (15 credits) from the list of approved courses (A)

Note(s):

No more than six credits may be taken in any one department. Three credits may be included in the minor from the list of Optional Courses (B). Three credits may be included in the minor from the list of Africans in the Diaspora Courses (C). Students may include Second Year Seminars (298/299), Directed Studies (499), and/or Study Tours, as appropriate, with consent of the African Studies coordinator.

#### (A) Approved Courses

- ANTH 212 - Africa Through Film
- ANTH 326 - African Ethnomedicine
- ARTH 207 - Introduction to African Art
- LACV 101 - Elementary Cape Verdean Creole
- GEOG 171 - Geography of the Developing World
- GEOG 388 - Geography of Africa
- HIST 439 - Topics in Non-United States History
- MUSC 107 - Beginning West African Drumming Ensemble
- MUSC 115 - Instrumental Ensemble
- MUSC 162 - Introduction to Music of Africa
- DANP 166 - African Dance

#### (B) Optional Courses

- ENGL 253 - Non-Western Literature

- ENGL 497 - Seminar: World Literatures and Cultures
- SOCI 104 - Global Social Problems
- SOCI 220 - The Developing World
- SOCI 280 - Genocide and Political Violence

(C) Africans in the Diaspora Courses

- ANTH 215 - The Caribbean
- DANP 153 - Jazz Dance
- DANP 165 - Tap Dance I
- DANP 167 - Hip-Hop Dance
- DANC 237 - Theory and Practice of Jazz Dance, Fall
- DANC 247 - Theory and Practice of Jazz Dance, Spring
- ENGL 233 - Introduction to the African-American Novel
- ENGL 317 - African-American Literature I
- ENGL 318 - African-American Literature II
- HIST 465 - African-American History
- MUSC 151 - Jazz, Pop and Show Choir
- MUSC 166 - Survey of Jazz
- SOCI 315 - Race and Ethnicity in America

Total minimum credits: 18

For further information, interested students should contact Dr. Louise Badiane of the Department of Anthropology.

### American Studies Minor

Designed to complement the student's major, this minor program examines the development of American society and culture from several perspectives. It features a study of the United States through a combination of relevant courses in a variety of academic areas: history, literature, art and architecture, philosophy, religion, political science and others. Through this interdisciplinary focus, the minor encourages an integrated and inclusive sense of the American experience.

The area around Bridgewater is rich in library and museum resources for American studies. In addition to the holdings of Boston-area colleges and universities, there are the collections of the Massachusetts Historical Society, the Pilgrim Museum, Plimouth Plantation, the Whaling Museum in New Bedford, Fuller Museum of Art, the Boston and Providence Athenaeums, the John Carter Brown Library and the Harris Collection at Brown University. Bridgewater itself has the Microbook Library of American Civilization and the PCMI humanities collection.

A student wishing to pursue a minor in American studies will ordinarily be assigned an adviser from the American Studies Committee, and will be expected to take the following sequence of courses in the sophomore, junior and senior years:

#### Required Courses

- INTD 220 - Introduction to American Studies
- INTD 420 - American Studies Seminar

#### Elective Courses (12 credits)

In consultation with an American studies adviser, the student will choose a group of at least four additional courses in fields related to the program. Most likely these courses will be spread over the junior and senior years. At least two of these additional courses must be chosen from disciplines outside the student's major

Total minimum credits: 18

For further information, interested students should contact Dr. John Kucich in the Department of English.

## Anthropology Minor

### Department: Anthropology

Anthropology minors are advised to take the following courses:

Any two of the following (6 credits)

- ANTH 100 - Introduction to Cultural Anthropology
- ANTH 101 - Biological Anthropology
- ANTH 103 - Introduction to Archaeology

Plus any one of the following (3 credits)

- ANTH 206 - Native Cultures of North America
- ANTH 208 - Anthropology of Women
- ANTH 209 - Peoples and Cultures of Africa
- ANTH 213 - Latin American Peoples and Cultures
- ANTH 215 - The Caribbean
- ANTH 216 - Peoples and Cultures of the Middle East

Plus 12 additional credits in anthropology (12 credits)

Total minimum credits: 21

## Art History Minor

### Department: Art

*Not open to students enrolled in the Art History Concentration*

This minor develops the necessary skills and critical thinking specifically relevant to art history, while augmenting a student's major course of study in other fields. A studio arts concentrator could select this minor to further enhance their understanding (comprehension) of the visual arts field.

### Requirements

- ARTH 103 - Survey of Ancient and Medieval Art
- ARTH 104 - Survey of Art from the 14th Century to the Present
- ARTH 309 - Early Modern Art and Architecture or
- ARTH 310 - Art and Architecture since 1940

Select four additional courses from art history (ARTH) offerings at the 200 level or above (12 credits)

ANTH 309 - Anthropology of Art and one ARTS studio course are other options within this requirement

Total minimum credits: 21

## Asian Studies Minor

### Program Requirements

Required Courses (15 credits)

Choose any five of the following courses from at least two academic departments. Courses used to meet the foreign language requirement (below) may not be repeated.

- ANTH 216 - Peoples and Cultures of the Middle East
- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 208 - Survey of Islamic Art and Architecture
- ANTH 224 - Anthropology of South Asia
- COMM 365 - Introduction to Intercultural Communication
- COMM 462 - Patterns of International Communication
- ENGL 253 - Non-Western Literature
- ENGL 255 - East Asian Literature in Translation
- GEOG 374 - Geography of the Middle East
- GEOG 375 - Geography of South Asia
- GEOG 376 - Geography of East Asia
- HIST 151 - Asian Civilization
- HIST 473 - Asian-American History
- HIST 474 - Islamic Civilization to 1400
- HIST 475 - The Modern Middle East
- HIST 480 - History of Imperial China
- HIST 481 - China Under Communism
- HIST 482 - History of Modern Japan
- HIST 483 - South Asia: The Modern Period

- HIST 484 - War and Revolution in Modern Asia
- LAAR 101 - Elementary Arabic I
- LAAR 102 - Elementary Arabic II
- LACH 101 - Elementary Chinese I
- LACH 102 - Elementary Chinese II
- LAJA 101 - Elementary Japanese I
- LAJA 102 - Elementary Japanese II
- LAJA 151 - Intermediate Japanese
- LAJA 172 - Business Japanese
- MGMT 355 - International Management
- MGMT 410 - International Marketing and Physical Distribution
- PHIL 212 - Philosophies of India
- PHIL 213 - Philosophies of China and Japan
- POLI 330 - Asian Politics
- PSYC 200 - Non-Western Theories of Personality
- SOCI 214 - Middle Eastern Societies
- SOCI 217 - East Asian Societies: China and Japan
- SOCI 218 - Chinese Society and Culture
- THEA 222 - Asian Theater

#### Foreign Language Requirement (6 credits)

The Asian Studies minor requires a minimum of three credits of Chinese or Japanese or Arabic. In addition, students are required to take three additional credits of language or an Asian study abroad experience. Students can fulfill the six credit requirements either by (a) six credits of Chinese or Japanese or Arabic or (b) three credits of Chinese or Japanese or Arabic and three credits of an Asian study abroad experience (a study tour or other three-credit study abroad experience).

Complete Option A or B

#### A. Complete six credits of Arabic, Chinese or Japanese

- LAAR 101 - Elementary Arabic I
- LAAR 102 - Elementary Arabic II
- LAAR 151 - Intermediate Arabic
- LAAR 172 - Business Arabic
- LAAR 211 - Arabic Literature in Translation
- LACH 101 - Elementary Chinese I
- LACH 102 - Elementary Chinese II
- LAJA 101 - Elementary Japanese I
- LAJA 102 - Elementary Japanese II
- LAJA 151 - Intermediate Japanese
- LAJA 172 - Business Japanese

#### B. Complete three credits in Arabic, Chinese or Japanese and three credits in an Asian study abroad experience

Note(s):

Second Year Seminars relating to Asia may be petitioned to be substituted for an Asian studies minor course. Study tours to Asia offered in different departments vary in special numbers. Courses taken from exchange institutions can be counted for up to half of the residency; for example, four out of seven minor requirements.

At least half of the minor (eleven credits) must be completed at Bridgewater State University.

Total minimum credits: 21

For further information, contact Dr. Wing-kai To in the History Department.

## Aviation Science Minor

### Department: Aviation Science

The aviation science minor is divided into two options: an aviation management option and a flight option.

#### Aviation Management Option

- AVSC 305 - Introduction to General Aviation Management
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management

Plus nine credits in electives selected from the list below

- AVSC 107 - Primary Flight I
- AVSC 108 - Primary Flight II

- AVSC 110 - Aviation Science I
- AVSC 111 - Aviation Science II
- AVSC 200 - Instrument Flight
- AVSC 211 - Commercial Pilot Ground School
- AVSC 212 - Instrument Pilot Ground School
- AVSC 300 - Commercial Flight
- AVSC 303 - Flight Instructor Ground School
- AVSC 307 - Air Carrier Operations
- AVSC 400 - Instructional Flight
- AVSC 402 - Insurance and Risk Management in Aviation
- AVSC 407 - Aviation Marketing Management

Total minimum credits (aviation management option): 18

#### Flight Option

- AVSC 107 - Primary Flight I
- AVSC 108 - Primary Flight II
- AVSC 110 - Aviation Science I
- AVSC 111 - Aviation Science II
- MGMT 130 - Principles of Management

Plus six credits in electives selected from the list below

- AVSC 200 - Instrument Flight
- AVSC 211 - Commercial Pilot Ground School
- AVSC 212 - Instrument Pilot Ground School
- AVSC 300 - Commercial Flight
- AVSC 303 - Flight Instructor Ground School
- AVSC 307 - Air Carrier Operations
- AVSC 400 - Instructional Flight
- AVSC 402 - Insurance and Risk Management in Aviation
- AVSC 407 - Aviation Marketing Management

Total minimum credits (flight option): 18

Note(s):

Additional fees are required for flight courses.

## Biochemistry Minor

**Department: Chemical Sciences**

### Requirements

- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- CHEM 343 - Organic Chemistry I
- CHEM 344 - Organic Chemistry II
- CHEM 461 - General Biochemistry I
- CHEM 462 - General Biochemistry II

Total minimum credits: 23

## Biology Minor

**Department: Biological Sciences**

A minimum of 18 credits in biology, including

- BIOL 121 - General Biology I

At least 14 additional credits in biology at or above the 200 level planned in consultation with the chairperson of the Department of Biological Sciences (14 credits)

Note(s):

BIOL 122 - General Biology II may be substituted for one of the courses at or above the 200 level.

Total minimum credits: 18

## Biotechnology Minor

**Department: Biological Sciences**

Program Requirements

A minimum of 20 credits in biology is required for the minor.

**Required courses (16 credits)**

- BIOL 121 - General Biology I
- BIOL 200 - Cell Biology
- BIOL 321 - Genetics
- BIOL 395 - General Microbiology (formerly BIOL 428)

**Electives (4 credits)**

At least four additional credits in biology from the list below, planned in consultation with the chairperson of the Department of Biological Sciences:

- BIOL 284 - Invertebrate Zoology
- BIOL 320 - Biochemistry
- BIOL 350 - Molecular Biology
- BIOL 360 - Biological Clocks
- BIOL 371 - Histology
- BIOL 376 - General Endocrinology
- BIOL 382 - Comparative Chordate Anatomy
- BIOL 396 - Research Problems in Biology
- BIOL 413 - Medical Microbiology
- BIOL 430 - Embryology
- BIOL 434 - Biological Electron Microscopy
- BIOL 436 - Mammalian Reproductive Physiology
- BIOL 450 - Virology
- BIOL 460 - Toxicology Principles
- BIOL 472 - Human Genetics
- BIOL 475 - Parasitology
- BIOL 482 - Neurobiology
- BIOL 485 - Honors Thesis
- BIOL 493 - Topics in Molecular Biology
- BIOL 494 - Topics in Cellular Biology
- BIOL 495 - Topics in Physiology
- BIOL 497 - Undergraduate Biological Research
- BIOL 498 - Internship in Biology
- BIOL 499 - Directed Study in Biology

Total minimum credits: 20

## Canadian Studies Minor

The minor has been developed as an area study in response to faculty, student and regional interest. The national origins of a large portion of the population of Southeastern Massachusetts reflect strong Canadian ties from both the French and English communities.

The program is designed to supplement and give a multicultural dimension to one's major by an in-depth study of our northern neighbor.

The study is presented in the following academic areas: history, literature, geography, economics, music, sociology and political science. Students may enter the Canadian studies minor during the sophomore or junior year and will be assigned an adviser in their major field, usually a member of Canadian Studies.

**Requirements**

- INTD 200 - Introduction to Canadian Studies

Three courses with at least one from each area (9 credits)

**A) Area of literature and history**

- ENGL 251 - Literary Themes Canadian Literature and National Identity
- HIST 487 - Canadian History to Confederation
- HIST 488 - Canadian History since Confederation
- HIST 489 - History of Canadian-American Relations
- HIST 494 - Quebec and Canada since 1867

**B) Area of geography and political science**

- GEOG 386 - Geography of Canada
- POLI 377 - Canadian-American Political Relations

Two electives, one from each of the following two groups (6 credits)

A) One course selected from the following

- ANTH 206 - Native Cultures of North America
- ANTH 328 - Archaeology of North America
- ARTH 135 - Freshman Honors Colloquium (when Canadian art is included)
- ARTH 136 - Freshman Honors Colloquium (when Canadian art is included)
- CRJU 399 - Special Topics in Criminal Justice Youth Offenders – Canada/U.S.
- ENGL 251 - Literary Themes Canadian Literature and National Identity
- GEOG 386 - Geography of Canada
- HIST 487 - Canadian History to Confederation
- HIST 488 - Canadian History since Confederation
- HIST 489 - History of Canadian-American Relations
- HIST 491 - Medicine and Society in the North Atlantic World
- HIST 494 - Quebec and Canada since 1867
- LAFR 101 - Elementary French I
- LAFR 102 - Elementary French II
- SOCI 213 - Family Violence (when Canada is included)

B) One course selected from the following

- BIOL 117 - Environmental Biology Canada
- ECON 302 - The Canadian Economy: A Comparative Approach
- ECON 321 - International Economics (when Canada is included)
- POLI 377 - Canadian-American Political Relations
- POLI 386 - Canadian Politics

Total minimum credits: 18

Students in the minor are encouraged to have some familiarity with French.

For further details, contact the Director of Canadian Studies. Website: <http://www.bridgew.edu/Canada>

## Chemistry Minor

Department: Chemical Sciences

### Requirements

- CHEM 141 - Chemical Principles I
  - CHEM 142 - Chemical Principles II
  - CHEM 343 - Organic Chemistry I
  - CHEM 344 - Organic Chemistry II
- One additional course from:
- CHEM 241 - Quantitative Chemical Analysis
  - CHEM 242 - Intermediate Inorganic Chemistry
  - CHEM 290 - Environmental Chemistry
  - CHEM 382 - Physical Chemistry II
  - CHEM 444 - Advanced Inorganic Chemistry
  - CHEM 490 - Special Topics in Chemistry

Total minimum credits: 19

## Civic Education and Community Leadership Minor

The civic education and community leadership minor consists of 21 credit hours of course work designed to: 1) provide students with an interdisciplinary curriculum that promotes leadership and community service; 2) build on the university's service-learning mission; and, 3) broaden campus efforts to build partnerships with local and state community organizations. The learning objectives associated with the minor include developing students' knowledge and understanding of civic leadership and community engagement, communication and advocacy, management and organizational behavior, local and regional affairs, economic development, politics and governance, and social justice and social change.

Because interdisciplinary perspectives are necessary to solve most public policy problems, 12 different disciplines across the campus – anthropology, communication studies, economics, English, geography, history, management, philosophy, psychology, political science, social work and sociology – offer courses in the program. Students completing this minor will be assigned a faculty adviser from one of these departments. For further information, interested students should contact the coordinator of the minor, Dr. George Serra, Director of the Department of Political Science's Center for Legislative Studies.



## Requirements of the minor

### Grade Requirement

In addition to the requirements listed below, a grade of "C" or above is required in all courses applied toward the minor.

### Foundation course (3 credits)

It is recommended that students complete the foundation course before completing the other components of the minor.

- POLI 201 - Citizenship and Community Leadership

### Experiential and Service Learning Course (3 credits)

Any of the following courses will satisfy this requirement if: 1) a *substantial* portion of course content is related to issues pertaining to civic education and community leadership; *and* 2) the student has gained written approval from the chairperson of the department offering the course *and* the coordinator of the minor. Students should gain written approval prior to completing an experiential or service learning course to ensure that it will satisfy this requirement of the minor.

- POLI 498 - Internship in Political Science
- COMM 498 - Internship in Communication
- ECON 498 - Internship in Economics
- ENGL 498 - Internship in English
- GEOG 498 - Internship in Geography or Planning
- HIST 498 - Internship in History
- MGMT 498 - Internship in Management
- PSYC 498 - Clinical Practicum
- SCWK 498 - Field Experience in Social Work
- SOCI 498 - Internship in Sociology

or

Any course other than POLI 201 that contains a substantial service learning component. Students should consult with their faculty adviser for the minor to identify such courses.

### Area Requirements (15 credits)

Students must take one course (three credits) from *each* of the following areas. A special topics course or a directed study offered by any of the departments listed below will satisfy an area requirement if 1) a significant portion of course content is related to the area requirement *and* 2) the student has gained prior approval from the chairperson of the department offering the course and the coordinator of the minor. Students should gain written approval prior to completing a special topics course or a directed study to ensure that it will satisfy this requirement of the minor.

In fulfilling the area requirements, students may not take more than two courses (six credits) from the same department, *and* at least three of the courses (nine credits) must be at the 300-400 level. No course can count toward satisfying one of the area requirements and the experiential and service-learning requirement listed above; students must choose whether they want a course to satisfy an area requirement or the experiential and service learning requirement.

#### Communication and Advocacy

- COMM 226 - Introduction to Public Relations
- COMM 360 - Argumentation and Advocacy
- COMM 365 - Introduction to Intercultural Communication
- ENGL 200 - Personal and Public Writing
- ENGL 201 - Technical Writing I
- ENGL 202 - Business Communication
- ENGL 302 - Technical Writing II
- ENGL 396 - Rhetoric and Style

#### Leadership, Management and Organizations

- ECON 375 - Labor Economics
- ECON 430 - Managerial Economics
- HIST 462 - American Labor History
- MGMT 130 - Principles of Management
- MGMT 140 - Human Resources Management
- MGMT 303 - Organizational Behavior
- MGMT 340 - Contemporary Employee Relations
- MGMT 375 - Training and Development
- POLI 279 - Introduction to Public Administration
- POLI 495 - Administrative Law and Regulation
- PSYC 313 - Industrial and Organizational Psychology
- SOCI 332 - Sociology of Organizations

## Local and Regional Affairs

- ANTH 426 - Seminar: New England Ethnic and Regional Communities
- ECON 350 - Urban Economic Problems and Policies
- GEOG 353 - Urban Geography
- GEOG 462 - Principles of Urban Planning
- GEOG 463 - Applications in Urban Planning
- HIST 464 - New England Textile Communities: Social and Economic History
- POLI 277 - American Government: State and Local
- POLI 376 - Urban Politics
- SOCI 206 - Cities and People: Urban Sociology
- SOCI 426 - Urban Enclaves

## Politics, Economics and Governance

- ANTH 331 - Political Anthropology
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 340 - Law and Economics
- GEOG 350 - Economic Geography
- GEOG 355 - Political Geography
- GEOG 431 - Environmental Regulations
- HIST 443 - United States History: The Early National Period
- PHIL 222 - Philosophy of Law
- POLI 341 - Constitutional Law and Politics: The Powers of Government
- POLI 372 - Legislative Process and Procedure
- POLI 375 - American Political Parties and Interest Groups
- POLI 380 - Public Opinion and Mass Political Behavior
- POLI 390 - Public Finance
- POLI 391 - The American Presidency
- POLI 479 - Public Policy
- POLI 495 - Administrative Law and Regulation

## Social Justice and Social Change

- ANTH 115 - Anthropology of Race, Class, and Gender
- ANTH 204 - Global Human Issues
- ANTH 208 - Anthropology of Women
- ANTH 305 - Culture Change
- ANTH 319 - Contemporary Native Americans
- ANTH 435 - Seminar: Global Feminism
- GEOG 333 - Geography of Environmental Justice
- HIST 453 - United States History: Progressive Era
- HIST 465 - African-American History
- HIST 466 - Women in American History
- HIST 473 - Asian-American History
- INTD 240 - Critical Perspectives in Women's and Gender Studies
- PHIL 235 - Human Rights and Human Liberties
- POLI 342 - Constitutional Law and Politics: The First Amendment
- POLI 343 - Constitutional Law and Politics: Liberty and Equality
- POLI 389 - Racial Politics in the United States
- POLI 476 - Women and Politics
- PSYC 310 - Social Psychology
- SCWK 250 - Introduction to Social Welfare
- SCWK 270 - Social Work Issues of Diversity and Oppression
- SCWK 333 - Current Issues in Aging: A Multidisciplinary Perspective
- SCWK 350 - Social Welfare Policy
- SCWK 415 - Social Services in Alcohol and Substance Abuse
- SCWK 432 - Social Work Practice with Communities and Organizations

- SOCI 103 - Social Problems
- SOCI 104 - Global Social Problems
- SOCI 207 - Social Inequality
- SOCI 312 - Discrimination and Prejudice
- SOCI 315 - Race and Ethnicity in America
- SOCI 316 - Social Movements

Total minimum credits: 21

### **Classical Studies Minor**

The Classical Studies Minor allows students to develop a comprehensive, interdisciplinary study of Greece and Rome-including their language, literature, cultural traditions, philosophical and political thought, and their tremendous influence on later societies.

#### **Requirements**

- ENGL 214 - The Classical Tradition
  - HIST 403 - Ancient Greece and the Hellenistic Age
  - HIST 404 - The Ancient World: Rome
  - PHIL 301 - Plato and Aristotle
- Six credit hours of Latin\*

\*Other courses may be used by approval of the coordinator of the minor

Total minimum credits: 18

For additional information concerning the Classical Studies Minor, contact Dr. Aeon Skoble in the Department of Philosophy.

### **Coaching Minor**

#### **Department: Movement Arts, Health Promotion and Leisure Studies**

The coaching minor meets the needs of the coaching profession by providing an opportunity to combine the study of coaching with a major in any discipline. This multidisciplinary program approach will prepare the student for coaching related careers in community-based organizations such as youth sports programs, church programs, recreational settings and school settings.

The minor is not open to those already concentrating in coaching.

Please note: Students must achieve a minimum 2.5 cumulative GPA to participate in an internship/field experience.

#### **Required Courses**

- ATTR 112 - Sports First Aid
- PHED 200 - Fitness for Life
- PHED 210 - Developmental Kinesiology
- PHED 217 - Principles of Motor Learning and Performance
- PHED 414 - Coaching
- PHED 416 - Planning and Implementing Coaching Leadership Strategies
- PHED 498 - Field Experience in Physical Education (three credits only)

Total minimum credits: 21

### **Communication Disorders Minor**

#### **Department: Special Education and Communication Disorders**

#### **Minor Requirements**

- COMD 220 - Introduction to Communication Sciences and Disorders
- COMD 281 - Speech Anatomy and Physiology
- COMD 282 - Speech and Hearing Science
- COMD 290 - Language Acquisition and Development
- COMD 294 - Phonetics
- COMD 351 - Introduction to Audiology

Total minimum credits: 18

## Communication Studies Minor

### Department: Communication Studies

#### Course Requirements

Required course (3 credits)

- COMM 221 - Foundations of Communication

Plus 15 additional credits selected from communication (COMM) courses, of which nine must be at the 300 level or higher (15 credits)

Total minimum credits: 18

## Computer Science Minor

### Department: Computer Science

#### Requirements

- COMP 151 - Computer Science I
- COMP 152 - Computer Science II
- COMP 330 - Data Structures and Algorithms

Three additional courses to be selected from the following (9 credits)

- PHYS 442 - Digital Electronics I or  
Any course counting toward the computer science major

Total minimum credits: 18

## Criminal Justice Minor

### Department: Criminal Justice

The criminal justice minor consists of six courses (18 credits).

The objective of the minor program is to provide a substantive area of study in criminal justice for students majoring in complementary disciplines such as sociology, political science, social work, economics, anthropology or psychology. Criminal justice education includes the scientific study of crime and delinquency, law-making, punishment and the reintegration of the offender back into the community.

Students in the minor program are required to take basic courses that will provide a theoretical and applied knowledge of the discipline.

Required criminal justice core courses (6 credits)

- CRJU 201 - Introduction to Criminal Justice
- CRJU 202 - Introduction to Crime Theory

Choose one course from the following (3 credits)

- CRJU 331 - Police, Community and Society
- CRJU 335 - Criminal Law and the Courts
- CRJU 354 - Corrections

Criminal Justice electives (choose any three courses) (9 credits)

- CRJU 213 - The Juvenile Justice System
- CRJU 227 - Deviance and Social Control or
- SOCI 227 - Deviance and Social Control
- CRJU 241 - Women and Violence
- CRJU 255 - Juvenile Delinquency or
- SOCI 255 - Juvenile Delinquency
- CRJU 271 - Crime Victims and the Political Process
- CRJU 323 - Comparative Legal Systems in a Global Context
- CRJU 324 - Law, Justice and Society
- CRJU 325 - Political Theory and the Justice System
- CRJU 332 - History of Policing in America
- CRJU 334 - White Collar Crime or
- SOCI 334 - White Collar Crime
- CRJU 339 - Violence, Guns and Society or
- SOCI 339 - Violence, Guns and Society
- CRJU 346 - Criminal Procedure
- CRJU 347 - Restorative Justice
- CRJU 358 - Race, Class, Crime and Justice
- CRJU 359 - Technology and Crime Control

- CRJU 369 - Gender, Crime and Justice
- CRJU 371 - Sex Crimes
- CRJU 372 - Terrorism and Civil Liberties
- CRJU 381 - Privatization in Criminal Justice
- CRJU 385 - Victimology
- CRJU 388 - Hate Crime
- CRJU 399 - Special Topics in Criminal Justice
- CRJU 404 - Media, Justice and Crime
- CRJU 415 - Police Culture
- CRJU 425 - Comparative Crime and Deviance
- CRJU 426 - Ethnography and Crime Analysis
- CRJU 428 - Culture and Crime
- CRJU 441 - Homicide
- CRJU 499 - Directed Study in Criminal Justice (may be repeated once but may not exceed a total of six credits)
- PSYC 269 - Psychology of Criminal Behavior

Total minimum credits: 18

## Dance Minor

### Departments: Theater and Dance , Movement Arts, Health Promotion and Leisure Studies

The dance minor is an interdisciplinary program in the Departments of Theater and Dance and Movement Arts, Health Promotion and Leisure Studies. The objective is to give a solid liberal arts experience in the art of dance. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

#### Required Courses

- DANC 155 - Dance Practicum (two semesters)
- DANC 242 - Theory and Practice of Ballet, Fall
- or DANC 245 - Theory and Practice of Ballet, Spring
- DANC 255 - Creative Dance
- DANC 256 - Dance Composition
- DANC 263 - Dance History to 1915
- or DANC 264 - Dance History from 1915
- DANC 357 - Dance Production Theory
- DANC 358 - Dance Production Techniques

Choose six credits from the following

- DANC 237 - Theory and Practice of Jazz Dance, Fall
- DANC 242 - Theory and Practice of Ballet, Fall
- DANC 245 - Theory and Practice of Ballet, Spring
- DANC 247 - Theory and Practice of Jazz Dance, Spring
- DANC 248 - Theory and Practice of Modern Dance, Fall
- DANC 249 - Theory and Practice of Modern Dance, Spring
- DANC 259 - Dance Repertory
- DANC 271 - Theory and Practice of Tap Dance

Choose one

- DANP 161 - Folk Dance
- DANP 164 - Square and Contra Dance
- DANP 168 - Ballroom Dance
- DANP 268 - Ballroom Dance II - Theory, Practice and Performance

Note(s)

MUSC 160 - Introduction to Western Classical Music is recommended but not required.

All activity courses successfully completed in this minor count toward the minimum 120 degree credits required for graduation.

Total minimum credits: 23

## Earth Sciences Minor

### Department: Geological Sciences

#### Requirements

- GEOL 225 - Geodynamics

14 additional credits in earth science courses at the 200, 300 or 400 level (departmental approval required) (14 credits)

Total minimum credits: 18

## **Economics Minor**

### **Department: Economics**

The minor in economics offers a basic program that enables students to become familiar with some aspects of the economy and provides them with training in economic analysis and problem-solving techniques.

#### **Requirements**

- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 201 - Intermediate Microeconomic Theory and Policy
- ECON 205 - Intermediate Macroeconomic Theory and Policy
- ECON 210 - Statistics for Economics and Business \*

Plus a minimum of two other economics courses at the 300 or 400 level.

\*The two courses, MATH 110/MATH 110E - Elementary Statistics I and MATH 318 - Quantitative Methods for Management, may be substituted for ECON 210.

Total minimum credits: 21

## **English Minor**

### **Department: English**

Traditionally considered the province of liberal arts majors, the English minor also offers a suitable option for students majoring in such specialized technical and professional fields as computer science, social sciences, behavioral sciences and management. Eighteen credits in English are required with at least nine credits in courses at the 300 level or above. The remaining nine credits may be taken in courses at the 200 level or above. Credit earned for ENGL 101 Writing Rhetorically and ENGL 102 Writing Rhetorically with Sources may not be applied toward the minor.

Total minimum credits: 18

## **Environmental Biology Minor**

### **Department: Biological Sciences**

#### **Program Requirements**

A minimum of 19 credits in biology, including

- BIOL 121 - General Biology I
- BIOL 122 - General Biology II
- BIOL 225 - General Ecology

At least seven additional credits in ecological biology planned with the chairperson of the Department of Biological Sciences

Total minimum credits: 19

## **Exercise Physiology Minor**

### **Department: Movement Arts, Health Promotion and Leisure Studies**

A minor in exercise physiology is available to students who desire in-depth study of how the body reacts to participation in physical exercise. Emphasis is on strength development, cardiovascular function, metabolism, exercise prescription and the interaction of body systems. Career opportunities are available in health and fitness settings associated with industry, hospitals, agencies and human service organizations. This minor is not open to students already concentrating in Exercise Science/Health Fitness.

#### **Required Courses**

- PHED 400 - Physiology and Techniques of Strength Fitness
- PHED 401 - Physiology of Exercise
- PHED 402 - Exercise Metabolism
- PHED 403 - Cardiovascular Analysis, Evaluation, and Rehabilitation
- PHED 404 - Exercise Prescription
- BIOL 102 - Introduction to Zoology
- HEAL 471 - Nutrition
- or
- PHED 284 - Foundations of Sport and Exercise Nutrition

Total minimum credits: 23

## Film Studies Minor

The Film Studies minor is designed to foster students' understanding and appreciation of cinematic texts, industries, and audiences. Students pursuing the minor will think, speak, and write critically about visual media from a variety of disciplinary perspectives, enabling them to participate as thoughtful citizens in our increasingly globalized and mediated world. Students must take both an introductory film class and a film history class, with twelve additional credits of elective film courses. Students may not complete the minor by taking courses in only one department; to underscore the interdisciplinary nature of this minor, students must choose courses in at least two departments. Students need 18 credits to complete the minor.

### Program Requirements

Film Introduction Course (3 credits)

- COMM 225 - Film as Communication
- or ENGL 270 - Reading Film Language

Film History Course (3 credits)

- COMM 310 - Film History

Electives (12 credits)

Choose from the following courses:

- COMM 350 - Documentary Film
- COMM 371 - Global Cinema
- COMM 401 - Film Theory and Criticism
- COMM 430 - Topics in Film (A maximum of six credits in related topics may be applied toward the minor.)
- ENGL 262 - Film Study: Literature and Film
- ENGL 388 - Topics in Film (A maximum of six credits in related topics may be applied toward the minor.)
- LANG 350 - International Women's Cinema
- LASP 350 - Gender, Sexuality and Politics in Hispanic Cinema

For information on other approved courses for the Film Studies Minor, contact Dr. Kimberly Davis, Film Studies Coordinator, at [kimberly.davis@bridgew.edu](mailto:kimberly.davis@bridgew.edu). Also see [www.bridgew.edu/filmstudies](http://www.bridgew.edu/filmstudies).

Total minimum credits: 18



## Management Minor

### Department: Management

Students from liberal arts and other programs may elect this minor to broaden their background and expand their potential in job-related areas of their respective disciplines. The central purpose of this minor is to provide initial exposure to the basic areas of business and the environment of the business world.

### Grade Requirement

Students minoring in management who enroll in MGMT 130, MGMT 140 and MGMT 200 must achieve a grade of "C-" or better in these courses.

### Required Courses\*

- ACFI 100 - Fundamentals of Financial Reporting
- MGMT 130 - Principles of Management
- MGMT 200 - Marketing Principles

Plus three additional electives from any ACFI or MGMT courses for which prerequisites have been completed (9 credits)

- One economics course (either ECON 101 Principles of Microeconomics or ECON 102 Principles of Macroeconomics) may be used toward the completion of these three required electives.
- Majors in accounting and finance and aviation science majors with a concentration in aviation management must take at least two MGMT courses at the 300 or 400 level, not to include MGMT 360 or MGMT 490 to fulfill the elective requirements.

Note(s):

\* At least one-half of the courses required for the minor must be successfully completed at this university.

Total minimum credits: 18

## Mathematics Minor

### Department: Mathematics

A minimum of 18 credit hours is required. Students must satisfy the following three requirements

### Requirements

- MATH 161/161E - Single Variable Calculus I
  - MATH 162 - Single Variable Calculus II
- or
- MATH 141 - Elements of Calculus I
  - MATH 142 - Elements of Calculus II

One course from among the following (3 credits)

- MATH 120 - Introduction to Linear Algebra
- MATH 202 - Linear Algebra

Three additional courses from among the following (9 credits)

- MATH 110/MATH 110E - Elementary Statistics I
  - MATH 120 - Introduction to Linear Algebra
  - MATH 130 - Discrete Mathematics I
  - MATH 200 - Probability and Statistics
  - MATH 202 - Linear Algebra
  - MATH 261 - Multivariable Calculus
- Any 300 or 400 level MATH courses, including MATH 318

Students who take one course from any of the following pairs of courses may not take the other course of that pair for credit towards the minor.

- MATH 110/MATH 110E - Elementary Statistics I and
- MATH 200 - Probability and Statistics
- MATH 120 - Introduction to Linear Algebra and
- MATH 202 - Linear Algebra
- MATH 301 - Abstract Algebra I

Total minimum credits: 18

## Middle East Studies Minor

The Middle East Studies minor is an interdisciplinary minor encompassing six courses (18 credits). No more than two courses may be taken in one department. At least three courses (nine credits) must be taken at 300 level and above. Special topics courses can be included in the minor, depending upon the specific topic covered with relation to the Middle Eastern region.

### Grade Requirement

A grade of "C" or higher is required for all courses in the minor.

Complete six courses from the following (18 credits)

- ANTH 216 - Peoples and Cultures of the Middle East
- ANTH 340 - Myths and Peoples of the Ancient Near East
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 211 - Monuments as Cultural Symbols and Emblems of Power
- ARTH 311 - Orientalism
- \* ARTH 414 - Global Art History Study Tour (Advanced)
- COMM 365 - Introduction to Intercultural Communication
- \* COMM 430 - Topics in Film
- COMM 462 - Patterns of International Communication
- GEOG 374 - Geography of the Middle East
- \* HIST 439 - Topics in Non-United States History The Islamic Religious Tradition
- HIST 474 - Islamic Civilization to 1400
- HIST 475 - The Modern Middle East
- \* HIST 495 - Undergraduate History Colloquium Islamic History
- LAAR 101 - Elementary Arabic I
- LAAR 102 - Elementary Arabic II
- POLI 385 - Government and Politics in the Middle East
- SOCI 214 - Middle Eastern Societies

Note(s):

\* Special topics and study tour courses may be included in the minor, depending upon the specific topic covered, with prior consent of the Middle East Studies minor director.

Total minimum credits: 18

Students interested in the Middle East Studies minor should contact Dr. Jabbar Al-Obaidi, director.

## Music Minor

### Department: Music

Note: Music minors are not required to audition, but should consult with the department chairperson as early as possible so that they may be advised concerning prerequisites and placement.

### Required Courses

One of the following courses (3 credits)

- MUSC 120 - Class Guitar I (Classical Guitar)
- MUSC 130 - Voice Class I
- MUSC 140 - Class Piano I
- MUSC 240 - Class Piano II

Additional required courses (12 credits)

- MUSC 160 - Introduction to Western Classical Music
- MUSC 162 - Introduction to Music of Africa or
- MUSC 163 - Introduction to World Music
- MUSC 270 - Sight-Singing and Ear-Training I
- MUSC 271 - Music Theory I

Ensembles (Choose from list below. No more than one credit each may be taken in MUSC 109, MUSC 115, MUSC 151, MUSC 152 and MUSC 183) (3 credits)

- MUSC 106 - Irish Traditional Music Ensemble
- MUSC 107 - Beginning West African Drumming Ensemble
- MUSC 112 - Wind Ensemble
- MUSC 113 - Jazz Band
- MUSC 115 - Instrumental Ensemble
- MUSC 118 - Chorale
- MUSC 119 - Vocal Ensemble
- MUSC 151 - Jazz, Pop and Show Choir
- MUSC 152 - Opera Ensemble Workshop
- MUSC 183 - String Ensemble

Three additional credits from among the following: (3 credits)

- MUSC 121 - Performance Studies I (Private Lessons - Brass)

- MUSC 221 - Performance Studies II (Private Lessons - Brass)
- MUSC 321 - Performance Studies III (Private Lessons - Brass)
- MUSC 421 - Performance Studies IV (Private Lessons - Brass)
- MUSC 122 - Performance Studies I (Private Lessons - Percussion)
- MUSC 222 - Performance Studies II (Private Lessons - Percussion)
- MUSC 322 - Performance Studies III (Private Lessons - Percussion)
- MUSC 422 - Performance Studies IV (Private Lessons - Percussion)
- MUSC 123 - Performance Studies I (Private Lessons - Violin, Viola)
- MUSC 223 - Performance Studies II (Private Lessons - Violin, Viola)
- MUSC 323 - Performance Studies III (Private Lessons - Violin, Viola)
- MUSC 423 - Performance Studies IV (Private Lessons - Violin, Viola)
- MUSC 124 - Performance Studies I (Private Lessons - Woodwinds)
- MUSC 224 - Performance Studies II (Private Lessons - Woodwinds)
- MUSC 324 - Performance Studies III (Private Lessons - Woodwinds)
- MUSC 424 - Performance Studies IV (Private Lessons - Woodwinds)
- MUSC 125 - Performance Studies I (Private Lessons - Guitar)
- MUSC 225 - Performance Studies II (Private Lessons - Guitar)
- MUSC 325 - Performance Studies III (Private Lessons - Guitar)
- MUSC 425 - Performance Studies IV (Private Lessons - Guitar)
- MUSC 126 - Performance Studies I (Private Lessons - Cello, Bass)
- MUSC 226 - Performance Studies II (Private Lessons - Cello, Bass)
- MUSC 326 - Performance Studies III (Private Lessons - Cello, Bass)
- MUSC 426 - Performance Studies IV (Private Lessons - Cello, Bass)
- MUSC 131 - Performance Studies I (Private Lessons - Voice - Singing)
- MUSC 231 - Performance Studies II (Private Lessons - Voice - Singing)
- MUSC 331 - Performance Studies III (Private Lessons - Voice - Singing)
- MUSC 431 - Performance Studies IV (Private Lessons - Voice - Singing)
- MUSC 141 - Performance Studies I (Private Lessons - Piano)
- MUSC 241 - Performance Studies II (Private Lessons - Piano)
- MUSC 341 - Performance Studies III (Private Lessons - Piano)
- MUSC 441 - Performance Studies IV (Private Lessons - Piano)
- MUSC 165 - Introduction to Women Composers
- MUSC 166 - Survey of Jazz
- MUSC 168 - American Popular Music
- MUSC 191 - Introduction to Music Technology
- MUSC 272 - Sight-Singing and Ear-Training II
- MUSC 273 - Music Theory II
- MUSC 281 - Music History I
- MUSC 399 - Special Topics in Music

Total minimum credits: 21

## Nutrition Minor

### Department: Movement Arts, Health Promotion and Leisure Studies

This minor provides a knowledge base for individuals interested in nutrition science and health issues and may assist the student who is interested in pursuing an advanced degree. The minor does not provide enough nutrition course work or the supervised practice (approximately 1000 hours) required to be eligible for the registered dietitian (RD) credential. Nor does this minor provide a license to practice therapeutic nutrition. For more information about accredited dietetics programs leading to the RD or LND credential, please visit: [www.eatright.org](http://www.eatright.org).

### Grade Requirement

Students must achieve a grade of "C-" or higher in all courses taken toward the minor.

### Required Courses

- NUTR 210 - Introduction to Nutrition
- NUTR 315 - Applied Nutrition for Healthy Living
- NUTR 325 - Complementary Nutrition
- NUTR 430 - Advanced Nutrition
- NUTR 498 - Field Experience in Nutrition

- PHED 284 - Foundations of Sport and Exercise Nutrition

Total Minimum Credits: 18

## Philosophy Minor

### Department: Philosophy

For a minor in philosophy, a student must complete 18 credits in philosophy including PHIL 450 - Senior Seminar in Philosophy. Interested students should contact the chairperson in order to discuss an individual program relevant to their academic majors.

Total minimum credits: 18

## Physics Minor

### Department: Physics

#### Required Courses

- PHYS 244 - General Physics II
- PHYS 401 - Modern Physics

#### Additional Requirements

Complete 10 additional credits in physics (PHYS) courses acceptable to the physics major

Please see Physics, General Physics Concentration, BA for concentration elective information.

Total minimum credits: 18

## Political Science Minor

### Department: Political Science

A student may qualify as a political science minor by completing the requirements below.

#### Grade Requirement

No grade lower than a "C-" in a political science (POLI) course may be used to fulfill the requirements for the political science major or minor. Students receiving a "D" or "F" in a political science course may continue as political science majors or minor but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same area for the major or minor.

#### Requirements

- POLI 172 - Introduction to American Government
- Distribution I: Complete at least four of the following courses (12 credits)
- POLI 201 - Citizenship and Community Leadership
  - POLI 260 - International Relations
  - POLI 274 - Western Political Thought - Plato to the Present
  - POLI 275 - Comparative Government
  - POLI 277 - American Government: State and Local
  - POLI 279 - Introduction to Public Administration
  - POLI 285 - Law and the Judicial Process

Distribution II: Students must complete at least six credits at the POLI 300 or POLI 400 level.

#### Note(s)

Only three credits in each of the following may be applied to the minor:

POLI 498 - Internship in Political Science

POLI 499 - Directed Study in Political Science

Practicum in political science including POLI 301 - Model Senate Practicum and POLI 302 - Moot Court and Mock Trial Practicum

Internship, directed study and special topics in political science credits may be applied to the minor requirements only if they are related to the minor. This determination is made by the department chairperson.

Total minimum credits: 21

## Portuguese Minor

### Department: Foreign Languages

Students can take the following two courses, or place directly into LAPO 102 based on the Portuguese Placement Exam. See the "Foreign Languages" section of this catalog for additional information.

#### Basic Language Courses

- LAPO 101 - Elementary Portuguese I
- LAPO 102 - Elementary Portuguese II

#### Core Courses

- LAPO 151 - Intermediate Portuguese I
- LAPO 152 - Intermediate Portuguese II
- LAPO 252 - Reading in Portuguese
- LAPO 271 - Review of Portuguese Grammar

#### Additional required course

Students must choose one of the following courses (3 credits)

- LAPO 272 - Portuguese Composition
- LAPO 281 - Portuguese Conversation

Total minimum credits: 18

## Psychology Minor

### Department: Psychology

#### Requirements

- PSYC 100 - Introductory Psychology

Five other psychology courses to fit the needs of the individual student (15 credits)

Total minimum credits: 18

## Public Relations Minor

### Departments: Communication Studies, English, Management

This public relations minor is offered as a cooperative effort of the Departments of Communication Studies, Management and English. It provides an opportunity for students to acquire knowledge and skills germane to public relations practice. Students take courses in management, advertising, public relations, marketing and business writing or elect presentational skills courses, for a total of 21 credit hours.

#### Required Courses

- COMM 226 - Introduction to Public Relations
- COMM 312 - Strategic Writing
- COMM 391 - Public Relations Practicum
- MGMT 130 - Principles of Management
- MGMT 200 - Marketing Principles
- MGMT 424 - Advertising

#### Elective Course

Choose one (3 credits)

- COMM 353 - Corporate Communications and Social Responsibility
- ECON 101 - Principles of Microeconomics
- ENGL 202 - Business Communication

Total minimum credits: 21

Interested students should contact Dr. Thomasena Shaw of the Department of Communication Studies.

## Recreation Minor

### Department: Movement Arts, Health Promotion and Leisure Studies

The recreation minor is open to all undergraduates with the exception of students enrolled in the recreation concentration or recreation and fitness club administration concentration. It provides a multidisciplinary approach to producing recreation professionals capable of administering, supervising and leading leisure services. Students who complete the recreation minor will be prepared to assume careers in a wide variety of settings – social institutions, hospitals, business and industry, preschools, community schools, Y's, the out-of-doors (challenge/adventure/Outward Bound) and government correctional institutions.

#### Required Courses

- PHED 269 - Theory and Practice of Adventure Programs
- RECR 230 - Introduction to Recreation

- RECR 324 - Recreation for Individuals with Disabilities
- RECR 331 - Outdoor Recreation Resources
- RECR 332 - Leadership and the Group Process
- RECR 461 - Organization and Administration in Recreation
- RECR 462 - Programming for Recreation and Leisure

Recommended Elective Experience

- RECR 498 - Field Experience in Recreation

Total minimum credits: 21

## Russian and East European Studies Minor

The Russian and East European Studies minor is a multidisciplinary minor encompassing 18 credit hours to be selected from courses offered in the Departments of Economics, Foreign Languages, Geography, History and Political Science. The major purpose of this minor is to provide students with a deeper understanding of the Eastern European area (including Russia) and its culture.

Each student must achieve proficiency in the Russian language (up to the intermediate level), but only six credits can be applied to the area program or any other Slavic language. Each requirement can be met by College-Level Examination Program® (CLEP) examinations. Three credits of each subject taken within the Slavic area studies can also be applied to student's major.

Students participating in the program are encouraged to go beyond the minimum requirements and take additional core curriculum requirement electives in this area. Additional courses can be taken with the approval of the Slavic Council at other Massachusetts State Colleges.

Each student who completes the program will be credited with a minor in the area, and in addition will receive "A Certificate of Completing Area Studies: Slavic."

### Required Courses

- LARU 151 - Intermediate Russian I
- LARU 152 - Intermediate Russian II
- HIST 436 - History of East-Central Europe since 1918 or
- HIST 435 - History of the U.S.S.R.
- ECON 320 - Comparative Economics
- POLI 275 - Comparative Government

Total minimum credits: 18

For further details, contact the Department of History.

## Secondary Education Minor

### Department: Secondary Education and Professional Programs

#### (High School (8-12), Middle School (5-8), PreK-12 Specialist)

The department offers a minor in secondary education. A student selecting this minor must select a major in an appropriate academic discipline.

The secondary education minor is designed for students who intend to qualify for a teacher license in one of the following areas:

Secondary Education – High School

(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)

Secondary Education – Middle School

(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)

Secondary Education – Middle-High School

(Area: Spanish, visual art)

Secondary Education – PreK-Middle School

(Area: visual art)

Secondary Education – PreK-High School

(Areas: dance, health/family and consumer science, music, theater)

Teacher of Biology (5-8)

Teacher of Biology (8-12)

Teacher of Chemistry (5-8)

Teacher of Chemistry (8-12)

Teacher of Dance (all levels)

Teacher of Earth Science (5-8)

Teacher of Earth Science (8-12)

Teacher of English (5-8)

Teacher of English (8-12)

Teacher of Foreign Language: Spanish (5-12)  
 Teacher of Health/Family and Consumer Sciences (all levels)  
 Teacher of History (5-8)  
 Teacher of History (8-12)  
 Teacher of Mathematics (5-8)  
 Teacher of Mathematics (8-12)  
 Teacher of Music (all levels)  
 Teacher of Physics (5-8)  
 Teacher of Physics (8-12)  
 Teacher of Theater (all levels)  
 Teacher of Visual Art (PreK-8)  
 Teacher of Visual Art (5-12)

In addition to majoring in an appropriate academic discipline (see Academic Disciplines for Secondary Education Minors below), students seeking 5-8, 8-12, or PreK-12 licensure must also complete the secondary education minor, and meet all requirements for acceptance into the program.

**High School (biology, chemistry, earth sciences, English, history, mathematics, physics – grades 8-12)**

- \* EDHM 210 - Introduction to Teaching
- EDHM 235 - Learning and Motivation
- EDHM 335 - Assessment and Planning
- EDHM 445 - Content Area Reading, Writing and Study Skills
- EDHM 490 - Teaching Practicum

An appropriate “strategies for teaching” course (3 credits)

- HSED 412 - Strategies for Teaching in the High School - History/Political Science
- HSED 414 - Strategies for Teaching in the High School - English
- HSED 422 - Strategies for Teaching in the High School - Mathematics
- HSED 465 - Strategies for Teaching in the High School - Integrated Science

Cognate Courses

PSYC 227 - Developmental Psychology

- SPED 203 - Cultural Diversity Issues in School and Society

Note(s):

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits: 33

**Middle School (biology, chemistry, earth sciences, English, history, mathematics, physics – grades 5-8)**

- \* EDHM 210 - Introduction to Teaching
- EDHM 235 - Learning and Motivation
- EDHM 335 - Assessment and Planning
- EDHM 445 - Content Area Reading, Writing and Study Skills
- EDHM 490 - Teaching Practicum

An appropriate “strategies for teaching” course (3 credits)

- MSED 450 - Strategies of Teaching in the Middle School - History/Political Science
- MSED 451 - Strategies of Teaching in the Middle School - English
- MSED 456 - Strategies of Teaching in the Middle School - Mathematics
- MSED 465 - Strategies of Teaching in the Middle School - Integrated Science

Cognate Courses

- PSYC 227 - Developmental Psychology
- SPED 203 - Cultural Diversity Issues in School and Society

Note(s):

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits: 33

**PreK-8, 5-12 and PreK-12 Specialists (dance, health/family and consumer science, music, Spanish, theater, visual art)**

- \* EDHM 210 - Introduction to Teaching
  - EDHM 235 - Learning and Motivation
  - EDHM 335 - Assessment and Planning
  - EDHM 445 - Content Area Reading, Writing and Study Skills
  - EDHM 490 - Teaching Practicum (12 credits)
- or
- (Health/Family and Consumer Sciences only) (14 credits)



- HEAL 491 - Field Based Pre-Practicum in Health
- HEAL 495 - Practicum in Student Teaching – Elementary Health (Health/Family and Consumer Science)
- HEAL 496 - Practicum in Student Teaching-Secondary Health (Health/Family and Consumer Science)

An appropriate “strategies for teaching” course (3 credits)

- EDHM 413 - Strategies for Teaching - Music
- EDHM 424 - Strategies for Teaching - Foreign Language
- EDHM 425 - Strategies for Teaching - Visual Art – High School
- EDHM 459 - Strategies for Teaching - Visual Art – Middle School
- HEAL 450 - Health Promotion Strategies

Cognate Courses

- PSYC 227 - Developmental Psychology
- SPED 203 - Cultural Diversity Issues in School and Society

Note(s):

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits: 33-35 (dependent on licensure)

### **Academic Disciplines for Secondary Education Minors**

Students desiring to complete a minor in secondary education (high school, middle school, PreK-12) must also complete an academic major. Appropriate academic majors, along with major and cognate requirements, are listed below. It is important to note that in many cases the major or cognate requirements for students selecting an education minor are somewhat different from those that hold for students who do not minor in education.

Biology (Teacher of Biology 5-8 or 8-12)

See the Biological Sciences and Biology, Secondary Education Concentration, BS sections of this catalog for discipline area requirements.

Chemistry (Teacher of Chemistry 5-8 or 8-12)

See the Chemical Sciences section of this catalog for discipline area requirements.

Dance (Teacher of Dance – all levels)

See the Theater and Dance and Communication Studies, Dance Education Concentration, BA sections of this catalog for discipline area requirements.

Earth Sciences (Teacher of Earth Sciences 5-8 or 8-12)

Major courses

- GEOL 100 - Physical Geology
- GEOL 101 - Historical Geology
- GEOL 210 - Oceanography
- GEOL 215 - Solar System Astronomy
- GEOL 250 - Geomorphology
- GEOL 260 - Mineralogy
- GEOL 360 - Igneous and Metamorphic Petrology (CWRM)
- GEOL 496 - Seminar in Geology
- GEOG 221 - Meteorology

Plus nine additional semester hours of approved earth sciences electives (9 credits)

Cognate Courses

- MATH 151 - Calculus I
- MATH 152 - Calculus II
- or
- MATH 141 - Elements of Calculus I
- MATH 142 - Elements of Calculus II
- CHEM 131 - Survey of Chemistry I
- CHEM 132 - Survey of Chemistry II
- or
- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II

One year of physics or biology (8 credits)

Total minimum credits: 60

English (Teacher of English 5-8 or 8-12)

See the English and English, English Education (High School, Middle School) Concentration, BA sections of this catalog for discipline area requirements.

History (Teacher of History 5-8 or 8-12)

See the History section of this catalog for discipline area requirements.

Mathematics (Teacher of Mathematics 5-8 or 8-12)

See the Mathematics and Computer Science and Mathematics, BS sections of this catalog for discipline area requirements.

Music (Teacher of Music – all levels)

See the Music and Music, Music Education Concentration, BA sections of this catalog for discipline area requirements.

Physics (Teacher of Physics 5-8 or 8-12)

Requirements: Completion of the secondary education minor, the BA or BS in physics, and PHYS 107 - Exploring the Universe.

See the Physics, Physics, General Physics Concentration, BA and Physics, Professional Physics Concentration, BS sections of this catalog for BA or BS in physics requirements.

Spanish (Teacher of Foreign Language: Spanish 5-12)

See the Foreign Languages and Spanish, Secondary Education Concentration, BA sections of this catalog for discipline area requirements.

Theater (Teacher of Theater – all levels)

See the Theater and Dance and Communication Studies, Theater Education Concentration, BA sections of this catalog for discipline area requirements.

Visual Art (Teacher of Visual Art PreK-8 or 5-12)

See the Art and Art, Art Education Concentration, BA sections of this catalog for discipline area requirements.

### **Social Welfare Minor**

School: School of Social Work

This minor seeks to acquaint students in majors and preprofessional programs that interface with social work (e.g., sociology, psychology, anthropology, health, education, counseling, business, prelaw, premedicine, recreation) with the evolution of the social welfare structure in the United States (SCWK 250), the policies that result in social welfare programs (SCWK 350) and populations at particular risk (SCWK 270).

#### **Required Courses**

- SCWK 250 - Introduction to Social Welfare
- SCWK 270 - Social Work Issues of Diversity and Oppression
- SCWK 320 - Human Behavior and Social Environment I
- SCWK 350 - Social Welfare Policy

Six additional credits in social work elective courses with the exception of the following (6 credits)

- SCWK 338 - Introduction to Social Work Practice
- SCWK 431 - Social Work Practice with Individuals, Families and Groups
- SCWK 432 - Social Work Practice with Communities and Organizations
- SCWK 498 - Field Experience in Social Work

Total minimum credits: 18

## **Sociology Minor**

### **Department: Sociology**

Students must take 18 credits including

- SOCI 102 - Introduction to Sociology
- SOCI 300 - Seminar: Social Theory

Plus any one of the following (3 credits)

- SOCI 207 - Social Inequality
- SOCI 312 - Discrimination and Prejudice
- SOCI 315 - Race and Ethnicity in America
- SOCI 326 - Social Gerontology – Sociology of Aging
- SOCI 330 - Women's Roles: Sociology of Sex and Gender

Plus any one of the following (3 credits)

- SOCI 203 - The Family
- SOCI 206 - Cities and People: Urban Sociology
- SOCI 208 - Sociology of Religion
- SOCI 305 - Sociology of Education
- SOCI 307 - Medical Sociology
- SOCI 332 - Sociology of Organizations
- SOCI 350 - Sociology of Work

Plus two additional sociology courses at the 200-level or above, including those not already taken from the lists above (6 credits)

Total minimum credits: 18

## **Spanish Minor**

### **Department: Foreign Languages**

#### **Required Courses**

Spanish minors are required to take 18 semester hours in the foreign language, which may include the 101-102 level. The choice of subsequent courses may be determined in consultation with the department chairperson.

Note(s):

A maximum of three credits earned in a Spanish course taught in English may be applied toward the Spanish minor. Spanish courses taught in English include LASP 350 - Gender, Sexuality and Politics in Hispanic Cinema

The following courses are not applicable toward the Spanish minor

- LASP 210 - Latin American Poetry in Translation
- LASP 220 - Contemporary Latin American Novel in Translation
- LASP 230 - Contemporary Latin American Short Story in Translation

Total minimum credits: 18

## **Special Education, Inclusive Practices in Special Education and Communication Disorders Minor**

### **Department: Special Education and Communication Disorders**

#### **Admission Requirements**

- To declare a minor in Inclusive Practices in Special Education and Communication Disorders, the candidate must complete a "Declaration of Minor" card through the Academic Achievement Center. The adviser is the Department of Special Education and Communication Disorders chairperson.
- Students declaring the minor in Inclusive Practices in Special Education and Communication Disorders should contact the chairperson of the Department of Special Education and Communication Disorders to develop a program plan.

**Note(s):** This minor is not appropriate for Special Education majors nor Special Education majors with a concentration in Communication Disorders.

#### **Required Course Work**

- SPED 202 - Introduction to Special Education or
- SPED 211 - The Early Childhood Learner with Special Needs
- SPED 203 - Cultural Diversity Issues in School and Society

#### **Electives**

Choose one course from the following (3 credits)

- ECED 230 - The Basics of Early Childhood Education
- EDHM 210 - Introduction to Teaching
- ELED 220 - Introduction to Elementary Education

Choose one course from the following (3 credits)

- EDHM 235 - Learning and Motivation
- ELED 120 - Child Study in the Early Childhood and Elementary Education Classroom
- PSYC 224 - Child Psychology
- PSYC 226 - Adolescent Psychology
- PSYC 227 - Developmental Psychology

Choose two courses from the following (6 credits)

- COMD 220 - Introduction to Communication Sciences and Disorders
- COMD 231 - Sign Language I
- COMD 250 - Language Development in Young Children
- COMD 350 - Language Disorders in Young Children
- SPED 217 - Meeting the Needs of All Learners

Total minimum credits: 18

## **Special Education, Professional Practices in Special Education and Communication Disorders Minor**

**Department: Special Education and Communication Disorders**

### **Admission Requirements**

- To declare a minor in professional practices in special education and communication disorders, the candidate must complete a "Declaration of Minor" card through the Academic Achievement Center. The adviser is the Department of Special Education and Communication Disorders chairperson.
- Students declaring the minor should contact the chairperson of the Department of Special Education and Communication Disorders to develop a program plan.
- Candidates for the minor in professional practices in special education and communication disorders must meet the College of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL) and an undergraduate GPA of 2.8 (with "C+" or better in ENGL 101 and ENGL 102) *prior to enrolling* in SPED 300- or 400-level course work.

**Note(s):** Special Education majors with a concentration in Communication Disorders may not use communication disorders (COMD) courses to meet the requirements of the minor.

Required course work (6 credits)

- SPED 202 - Introduction to Special Education or
- SPED 211 - The Early Childhood Learner with Special Needs
- SPED 203 - Cultural Diversity Issues in School and Society

Required professional practices course work (6 credits)

- SPED 302 - Principles and Application of Behavioral Management for the Special Needs Learner
- SPED 303 - Principles and Procedures of Assessment of Special Needs Learners

Electives (6 credits)

A maximum of three credits may be taken from the following

- ECED 230 - The Basics of Early Childhood Education
- EDHM 210 - Introduction to Teaching
- ELED 220 - Introduction to Elementary Education

A maximum of three credits may be taken from the following

- EDHM 235 - Learning and Motivation
- ELED 120 - Child Study in the Early Childhood and Elementary Education Classroom
- PSYC 224 - Child Psychology
- PSYC 226 - Adolescent Psychology
- PSYC 227 - Developmental Psychology

Six credits may be taken from the following

- COMD 231 - Sign Language I
- COMD 290 - Language Acquisition and Development
- COMD 312 - Language Disorders in Children
- SPED 217 - Meeting the Needs of All Learners

Total minimum credits: 18

## Studio Art Minor

### Department: Art

This minor allows students to study studio art, developing the necessary skills and critical thinking relevant to studio arts, while augmenting a student's major course of study in other fields. The curriculum is studio based, developing competence in both traditional processes and new technologies. While emphasizing studio practices and techniques, students explore both imagery and content. Through advising, students may focus this minor to fit specific goals.

This minor may not be taken by art majors. All other students wishing to minor in studio art should meet with an art department adviser before selecting their courses.

### Requirements

Complete three of the following courses (9 credits)

- ARTS 104 - Digital Imaging and Four-Dimensional Design
- ARTS 125 - Drawing I
- ARTS 130 - Two-Dimensional Design
- ARTS 140 - Three-Dimensional Design

Complete one of the following courses (3 credits)

- ARTH 103 - Survey of Ancient and Medieval Art
- ARTH 104 - Survey of Art from the 14th Century to the Present

With advising, complete an additional nine credits in studio art courses (9 credits)

Total minimum credits: 21

## Theater Arts Minor

### Department: Theater and Dance

### Requirements

- THEA 115 - Play Production
- THEA 220 - Play Analysis for Production
- THEA 242 - Acting I

One of the following (3 credits)

- THEA 265 - Stage Costuming
- THEA 272 - Scenography I
- THEA 280 - Theater Management

Two additional three-credit THEA courses (excluding THEA courses which meet the core curriculum requirement\*) (6 credits)

\*The following courses may not be used to meet the elective requirement: THEA 110, THEA 120, THEA 199, THEA 210, THEA 222, THEA 226, THEA 236, THEA 298, and THEA 299.

Practica (2 credits)

Two credits from the following

- THEA 140 - Theater Performance Practicum (no more than one credit may be taken in THEA 140)
- THEA 170 - Technical Theater Practicum
- THEA 172 - Theater Costume Practicum
- THEA 185 - Theater Management Practicum

Total minimum credits: 20

## U.S. Ethnic Studies Minor

The U.S. Ethnic Studies minor is an interdisciplinary minor, which aims to introduce students to United States ethnic and racial groups; history, theory and cultural analyses of ethnicity, race, class and culture in the United States; and opportunities for engaged learning and community service among U.S. ethnic, racial and regional groups. Students will explore the following: 1) theoretical and practical approaches to race and ethnicity in multicultural America; 2) interdisciplinary perspectives on U.S. ethnic/racial groups; 3) issues of cultural identity from the perspectives of people of color and heritage cultures; 4) discrimination, prejudice and other inequalities against racial and ethnic groups; and 5) opportunities to learn about services, interventions and civic engagement in addressing respect, civility and social justice issues. Other courses, including second year seminars, may be approved by the program coordinator.

### Minor Requirements

Students must complete 18 credits toward the minor as outlined below.

Group A: Comparative Study of Race and Ethnicity in the U.S.

Complete at least two courses (6 credits)

- ANTH 115 - Anthropology of Race, Class, and Gender
- ANTH 315 - Ethnic Experience in America

- ARTH 220 - United States Art Study Tour
- COMM 300 - Media and Multiculturalism
- COMM 365 - Introduction to Intercultural Communication
- CRJU 358 - Race, Class, Crime and Justice
- HIST 461 - American Immigration and Ethnicity
- INTD 220 - Introduction to American Studies
- SCWK 270 - Social Work Issues of Diversity and Oppression
- SOCI 312 - Discrimination and Prejudice
- SOCI 315 - Race and Ethnicity in America
- SPED 203 - Cultural Diversity Issues in School and Society

Group B: Study of Racial and Ethnic Groups in the U.S.

Complete at least two courses (6 credits)

- ANTH 206 - Native Cultures of North America
- ANTH 319 - Contemporary Native Americans
- ANTH 426 - Seminar: New England Ethnic and Regional Communities or
- SOCI 426 - Urban Enclaves
- ARTH 217 - African-American Art
- ENGL 233 - Introduction to the African-American Novel
- ENGL 315 - Ethnic American Literature
- ENGL 317 - African-American Literature I
- ENGL 318 - African-American Literature II
- HIST 465 - African-American History
- HIST 473 - Asian-American History
- INTD 349 - Perspectives on the Holocaust or
- COMM 349 - Perspectives on the Holocaust
- PSYC 349 - Perspectives on the Holocaust
- MUSC 166 - Survey of Jazz
- MUSC 168 - American Popular Music
- POLI 389 - Racial Politics in the United States

Complete two additional courses from Groups A and/or B (6 credits)

Note(s):

Other courses, including second year seminars, may be approved by the program coordinator.

Total minimum credits: 18

For further information, contact Dr. Joyce Rain Anderson in the Department of English

## Urban Affairs Minor

The university offers a multidisciplinary minor in urban affairs under the auspices of the anthropology, geography, economics, history, political science, psychology and sociology and criminal justice departments. The primary purpose of this minor is to provide students with a broader understanding of and sensitivity to the complex problems facing the urban environment through the combined efforts of different disciplines at the university. The minor, through its internship program, is designed to provide students with an opportunity for direct contact and work in fields such as urban planning, urban government, social welfare, social psychology and urban education. Some examples of internships, which are assigned according to the abilities, interests and background of the student and the current needs of the cooperating communities or agencies, are:

### Department of Geography

City and regional planning; economic development, land use, environmental protection, transportation studies, cartography/drafting, business/bank locations and market studies.

### Department of History

Working with historical affairs commissions, assisting community organizations in oral history projects and writing about local history.

### College of Humanities and Social Sciences

Working in human services agencies, survey research in public institutions, work in community organizations and voluntary agencies. For additional information concerning the Urban Affairs Minor, contact Dr. Sandra Clark, Department of Geography.

### Option A

Four out of the following six courses (12 credits)

- ANTH 306 - Urban Anthropology
- ECON 350 - Urban Economic Problems and Policies
- GEOG 353 - Urban Geography
- POLI 376 - Urban Politics
- PSYC 410 - Applied Social Psychology
- SOCI 206 - Cities and People: Urban Sociology

Internship: (equal to eight weeks, full time or 16 weeks, half-time) (6 credits)

Total minimum credits (option A): 18

### Option B

Four out of the six courses listed under Option A (12 credits)

Two courses from the list below (6 credits)

- HIST 462 - American Labor History
- POLI 277 - American Government: State and Local
- SOCI 312 - Discrimination and Prejudice
- \_\_\_\_\_ 499 Directed Study in individual participating departments

Total minimum credits (option B): 18

Courses taken to satisfy requirements of a major may not be counted in the minor. Students interested in this program are encouraged to take their general education electives in the area of minority studies.

## Women's and Gender Studies Minor

Women's and gender studies at Bridgewater State University was established in 1983, and is part of a rapidly growing course of study nationwide. Women's and gender studies is an interdisciplinary minor which combines the analytical tools of different disciplines such as anthropology, psychology, sociology, literature, history, philosophy, etc., when studying the world.

Women's and gender studies is dedicated to the study of women and gender. Gender is the idea of difference between the sexes, and all the assumptions, stereotypes and expectations that accompany these ideas. The minor looks at women and gender issues around the world, but since gender does not give a full understanding to women's lives, we consider other factors such as race, class, culture and sexuality. The minor combines these tools and areas of interest into what we call an "integrative analysis." The objective is to introduce students to analytical tools and basic approaches to the study of women in a variety of fields.

Students in the women's and gender studies have found that studying women's and gender issues enhances their major curriculum by broadening their lens of inquiry, encouraging them to ask new and meaningful questions about women and men, and seeing the world in a more meaningful way. Students of women's and gender studies go on to graduate school in women's and gender studies and in other disciplines, become teachers, librarians, attorneys, writers, reporters, labor organizers, social workers, counselors, ministers, performers, midwives, doctors and more.



For additional information visit the Women's and Gender Studies website at [www.bridgew.edu/WomensStudies](http://www.bridgew.edu/WomensStudies) or contact the Women's and Gender Studies coordinator, Dr. Maura Rosenthal, Department of Movement Arts, Health Promotion and Leisure Studies ([mrosenthal@bridgew.edu](mailto:mrosenthal@bridgew.edu)).

#### Minor Requirements

Students are required to take six women's and gender studies courses to complete the Women's and Gender Studies minor, including the following.

- WMST 240 - Critical Perspectives in Women's Studies
- or INTD 240 - Critical Perspectives in Women's and Gender Studies

15 credits selected from the list below of approved women's and gender studies courses to include (15 credits)

Six credits in literature, history, philosophy and/or the arts

Six credits in social sciences, behavioral sciences and/or natural sciences

Three credits of electives

Note(s):

No more than two courses from the 15 credits may be taken in the same department.

Total minimum credits: 18

#### Approved Women's and Gender Studies Courses

##### Anthropology

- ANTH 115 - Anthropology of Race, Class, and Gender
- ANTH 208 - Anthropology of Women
- ANTH 314 - Women in Myth and Lore
- ANTH 417 - Seminar: She/He "Two Spirits" Gender Cross-Culturally
- ANTH 435 - Seminar: Global Feminism

##### Art

- ARTH 308 - Women in the Visual Arts

##### Communication Studies

- COMM 355 - Images of Gender in Media

##### Criminal Justice

- CRJU 241 - Women and Violence
- CRJU 369 - Gender, Crime and Justice

##### English

- ENGL 327 - Women Writers: The Female Tradition to 1900
- ENGL 328 - Women Writers: The Female Tradition since 1900
- \* ENGL 389 - Topics in Writing  
\*Gender and Writing

##### Foreign Language

- LASP 350 - Gender, Sexuality and Politics in Hispanic Cinema

##### Health

- HEAL 420 - Women's Health Issues

##### History

- HIST 421 - European Women's History: Medieval Renaissance and Reformation
- HIST 466 - Women in American History
- \* HIST 495 - Undergraduate History Colloquium

##### Interdisciplinary

- WMST 304 - The Psychosocial Development of Women
- or SCWK 304 - The Psychosocial Development of Women
- INTD 499 - Directed Study (in women's studies and gender topics)

##### Photography

- ARTS 216 - Photography I

##### Philosophy

- PHIL 232 - Philosophy and Feminist Thought

##### Political Science

- POLI 476 - Women and Politics

##### Sociology

- SOCI 213 - Family Violence
- SOCI 310 - Women and Crime
- SOCI 330 - Women's Roles: Sociology of Sex and Gender  
\*Feminist Theory

Movement Arts, Health Promotion and Leisure Studies

- WMST 365 - Women in Sports
- or PHED 365 - Women in Sports
- \*Women's Health Issues

Social Work

- SCWK 270 - Social Work Issues of Diversity and Oppression

Note(s):

\* Certain titles are offered under departmental topics courses and may be applied to the required electives upon approval of the women's and gender studies coordinator.

## Graduate Certificate Programs

### Teaching English to Speakers of Other Languages Graduate Certificate

**Department: College of Graduate Studies**

The Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate program is designed to provide language and pedagogical instruction to teachers of students whose first language is not English. This graduate certificate program will, therefore, provide much-needed theory, practices, and strategies for preparing public-school teachers to work with English-language learners. At the same time, the program will also provide useful instruction and training for teachers who may wish to work in other learning environments such as colleges, community groups and organizations, or international schools.

The TESOL program will provide needed support to instructors working with adult learners of English in area community programs and to instructors already teaching introductory writing courses at area institutions of higher learning, where an increasingly diverse population of students requires skills in teaching reading and writing to students with limited proficiency in English.

The TESOL Graduate Certificate Program is interdisciplinary with course offerings in the Departments of English, Reading, and Special Education. The program offers high-quality courses in linguistics, TESOL training, writing, and reading, all geared to the English language learner.

For updated information about this certificate program, including its curriculum and requirements, prospective students should contact Dr. Julia Stakhnevich at [jstakhnevich@bridgew.edu](mailto:jstakhnevich@bridgew.edu) or Dr. Ken Dobush at [kdobush@bridgew.edu](mailto:kdobush@bridgew.edu).

**Admission Requirements**

1. All applicants to graduate certificate programs will complete the standard graduate school application forms which are common to all certificate programs. A bachelor's degree is required for admission to all graduate certificate programs. Since admission to graduate certificate programs are on a rolling basis, students may apply at any time.
2. In addition to a completed application, every applicant should submit the following:
  - a.) an official college transcript of the completed baccalaureate degree with a cumulative undergraduate GPA of at least 2.8
  - b.) an official college transcript of graduate course work (if applicable)
  - c.) a short essay on the value of the graduate certificate program for the applicant
  - d.) one appropriate letter of recommendation from an academic or professional

### Requirements

**Core Courses (6 credits)**

- ENGL 514 - Linguistics for TESOL
- ENGL 516 - Theories of Second Language Acquisition

**Methodology Course (3 credits)**

- ENGL 517 - Critical Approaches to TESOL Methods
- or TESL 501 - Second Language Teaching and Learning

**Electives (9 credits)**

Choose from the following:

- ENGL 517 - Critical Approaches to TESOL Methods (if not taken as methodology course)
- ENGL 518 - Issues in Second Language Writing
- ENGL 519 - Language and Power
- ENGL 521 - Special Topics in TESOL
- READ 547 - Teaching English Learners to Read and Write
- READ 548 - Case Studies in Dual Language Instruction: Theory and Practice
- TESL 501 - Second Language Teaching and Learning (if not taken as methodology course)
- TESL 504 - Sheltered Content Instruction: Principles and Practices
- TESL 505 - Reading and Writing in the Sheltered Content Classroom
- TESL 506 - Assessment for Equity and Inclusion of Linguistic and Cultural Differences and Exceptionalities
- TESL 595 - Practicum: Teacher of English to Speakers of Other Languages

Total minimum credits: 18

## Women's and Gender Studies Graduate Certificate

### Department: Interdisciplinary and Preprofessional Programs

Women's and gender studies at Bridgewater State University was established in 1983, and is part of a rapidly growing course of study nationwide. Women's and gender studies is an interdisciplinary minor which combines the analytical tools of different disciplines such as anthropology, psychology, sociology, literature, history, philosophy, etc., when studying the world.

Women's and gender studies is dedicated to the study of women and gender. Gender is the idea of difference between the sexes, and all the assumptions, stereotypes and expectations that accompany these ideas. The minor looks at women and gender issues around the world, but since gender does not give a full understanding to women's lives, we consider other factors such as race, class, culture and sexuality. The minor combines these tools and areas of interest into what we call an "integrative analysis." The objective is to introduce students to analytical tools and basic approaches to the study of women in a variety of fields.

Students in the women's and gender studies have found that studying women's and gender issues enhances their major curriculum by broadening their lens of inquiry, encouraging them to ask new and meaningful questions about women and men, and seeing the world in a more meaningful way. Students of women's and gender studies go on to graduate school in women's and gender studies and in other disciplines, become teachers, librarians, attorneys, writers, reporters, labor organizers, social workers, counselors, ministers, performers, midwives, doctors and more.

### Required Course

- INTD 501 - Contemporary Women's and Gender Studies

### Electives

Choose four courses from the following (12 credits)

- ANTH 417 - Seminar: She/He "Two Spirits" Gender Cross-Culturally
- ANTH 435 - Seminar: Global Feminism
- ANTH 515 - CD-ROM: Teaching in Diverse Classrooms
- CNGC 529 - Multicultural Counseling
- CRJU 521 - Domestic Violence
- CRJU 522 - Women and Criminal Justice
- CRJU 546 - Class, Race, Gender and Crime
- CRJU 598 - Internship in Criminal Justice
- ENGL 503 - Directed Study \* (maximum of 6.0 credits)
- ENGL 511 - Special Topics in Writing †
- ENGL 580 - Graduate Seminar in English Literature †
- ENGL 590 - Graduate Seminar in World Literature †
- HEAL 525 - Women's Health Issues
- HIST 466 - Women in American History
- LASP 490 - Seminar in Hispanic Literature †
- MGMT 571 - Organizational Culture and Work Force Diversity
- PHED 504 - Nutrition for Sports, Exercise and Weight Control
- POLI 501 - Foundations of Public Administration
- POLI 503 - Directed Study (maximum of 3.0 credits) \*
- PSYC 503 - Directed Study (maximum of 3.0 credits) \*
- PSYC 508 - Advanced Seminar †
- PSYC 516 - Multicultural Counseling
- SCWK 500 - Policy I: Social Welfare Policy
- SCWK 502 - Dynamics of Diversity and Oppression
- SCWK 508 - Policy II: Policy Advocacy, Development and Analysis
- SCWK 510 - Human Behavior in the Social Environment I
- SCWK 570 - Integrative Seminar I
- SCWK 580 - Special Topics †
- SOCI 503 - Directed Study (maximum of 3.0 credits) \*
- SOCI 516 - Sociology of Sex and Gender

Note(s):

\* Limited to one three-credit Directed Study

† Credit earned will count toward the Women's and Gender Studies Graduate Certificate only if a significant portion of the course content or internship is related to women and gender studies. A determination as to whether the course or internship meets this requirement will be made by the program coordinator. If the program coordinator concludes that the course or internship is not sufficiently related to women and gender studies, then the course or internship will not satisfy this requirement of the Women's and Gender Studies Graduate Certificate.

400-level (U/G) courses are offered to graduate students who will complete them with additional assignments discussed with the professor, for graduate credit.

For additional information visit the Women's and Gender Studies website at [www.bridgew.edu/WomenStudies](http://www.bridgew.edu/WomenStudies) or contact the Women's and Gender Studies coordinator, Dr. Maura Rosenthal, Department of Movement Arts, Health Promotion and Leisure Studies.

Total minimum credits: 15

## ■ POSTBACCALAUREATE LICENSURE PROGRAMS

### Early Childhood, Teacher of Students With and Without Disabilities (PreK-2) (Initial Licensure), Postbaccalaureate Licensure

#### Department: Elementary and Early Childhood Education

This program is designed for persons who have a bachelor's degree and seek initial licensure in early childhood education (PreK-2). This is a full-time day program only.

#### Admission Requirements

- A liberal arts or science undergraduate major or its equivalent
- A minimum 2.8 undergraduate GPA
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work
- A qualifying score on the Communication and Literacy Skills, the Foundations of Reading, and the Early Childhood Content of the Massachusetts Tests for Educator Licensure® (MTEL)

Deadline: Rolling Admissions - admission decisions are made on a rolling basis when completed applications are submitted within a reasonable timeframe prior to the start of the academic semester.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Students should consult the "Admission-Graduate" section of this catalog for information regarding graduate program application procedures and admission standards. Students seeking initial licensure should consult the section of this catalog titled "College of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the introductory course. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics and science/social studies.

Upon acceptance, all students must enroll under the direction of their adviser in GRPP 501 - Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "Graduate Academic Policies" section of this catalog.

All three MTEL® must be passed as a prerequisite to professional semester courses.

#### Course Requirements

- GRPP 501 - Graduate Program Planning
- ECED 230 - The Basics of Early Childhood Education \*
- \*To be completed prior to admission and enrollment in upper-division education (300-level) courses.
- ECED 300 - Early Childhood Art Methods
- or ELED 300 - Elementary Art Methods
- ECED 311 - Science and Social Studies Inquiry for the Young Child
- ECED 332 - Reading Development for the Young Child
- ECED 342 - Language Arts for the Young Child
- ECED 352 - Developmental Mathematics for the Young Child
- ECED 361 - Creating an Effective Early Childhood Environment
- ECED 496 - Supervised Teaching in Public Schools: Early Childhood (6 credits)
- ECED 497 - Supervised Teaching in an Integrated Early Childhood Setting (6 credits)

Note:

The professional courses (300-level) are taught as a block. Candidates must plan to be available Monday through Friday, 8:00 a.m. to 4:00 p.m. During this time period, candidates will attend classes, participate in pre-practica experiences and attend seminars.

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in Early Childhood: Teacher of Students with or without Disabilities (PreK-2).

Total minimum credits: 31.5

## **Educational Leadership, Principal/Assistant Principal (Initial Licensure), Postbaccalaureate Licensure**

### **Department: Secondary Education and Professional Programs**

#### **Educational Leadership Licensure Programs, Postbaccalaureate**

The postbaccalaureate program in Educational Leadership is designed for educators and other professionals with leadership experience who have a Bachelor's degree and wish to be licensed as school administrators (PreK-12). Students who successfully complete subject matter content knowledge and the required field experience are eligible for the following professions in school leadership:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Courses completed in the Postbaccalaureate in Educational Leadership program may be transferred into the Master of Education in Educational Leadership program after additional admission requirements to the Master's program have been met.

#### **Admission Requirements**

- Bachelor's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay articulating the candidate's philosophy of educational leadership
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).  
Note: Conditional acceptance into the program may be granted without the passing MTEL® score. However, full admission will only be granted if the passing score is submitted by the conclusion of the second semester in the program.
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise **or**
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

#### **Program of Study**

- EDLE 501 - Introduction to Educational Leadership and School Reform  
(prerequisite to all other EDLE 500-level courses in the program)
- EDLE 541 - Managing Human and Financial Resources
- EDLE 547 - Designing the School/District Professional Learning Community
- EDLE 569 - Legal Aspects of School Administration
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)  
Choose one course from the following, dependent on licensure sought:
- EDLE 561 - Elementary School Administration
- EDLE 562 - High School Administration
- EDLE 563 - Middle School Administration

#### **Practicum**

A six-credit practicum is required; choose one course from the following, dependent on licensure sought:

- EDLE 584 - Practicum in Elementary School Principalship
- EDLE 585 - Practicum in Middle School Principalship
- EDLE 586 - Practicum in High School Principalship

#### Exit Requirement

An electronic portfolio review will serve as the culminating performance assessment for licensure endorsement by Bridgewater State University.

Total minimum credits: 24

### **Educational Leadership, School Business Administrator (Initial Licensure), Postbaccalaureate Licensure**

#### **Department: Secondary Education and Professional Programs**

Educational Leadership Licensure Programs, Postbaccalaureate

The postbaccalaureate program in Educational Leadership is designed for educators and other professionals with leadership experience who have a Bachelor's degree and wish to be licensed as school administrators (PreK-12). Students who successfully complete subject matter content knowledge and the required field experience are eligible for the following professions in school leadership:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Courses completed in the Postbaccalaureate in Educational Leadership program may be transferred into the Master of Education in Educational Leadership program after additional admission requirements to the Master's program have been met.

#### **Admission Requirements**

- Bachelor's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay articulating the candidate's philosophy of educational leadership
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).  
Note: Conditional acceptance into the program may be granted without the passing MTEL® score. However, full admission will only be granted if the passing score is submitted by the conclusion of the second semester in the program.
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise **or**
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

#### **Program of Study**

- EDLE 501 - Introduction to Educational Leadership and School Reform (prerequisite to all other EDLE 500-level courses in the program)
- EDLE 541 - Managing Human and Financial Resources
- EDLE 547 - Designing the School/District Professional Learning Community
- EDLE 566 - School Plant Planning and Administration
- EDLE 569 - Legal Aspects of School Administration
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)

#### **Practicum**

- EDLE 582 - Practicum in School Business Administration (6 credits)

#### Exit Requirement

An electronic portfolio review will serve as the culminating performance assessment for licensure endorsement by Bridgewater State University.

Total minimum credits: 24



## Educational Leadership, Supervisor/Director (Initial Licensure), Postbaccalaureate Licensure

### Department: Secondary Education and Professional Programs

Educational Leadership Licensure Programs, Postbaccalaureate

The postbaccalaureate program in Educational Leadership is designed for educators and other professionals with leadership experience who have a Bachelor's degree and wish to be licensed as school administrators (PreK-12). Students who successfully complete subject matter content knowledge and the required field experience are eligible for the following professions in school leadership:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Courses completed in the Postbaccalaureate in Educational Leadership program may be transferred into the Master of Education in Educational Leadership program after additional admission requirements to the Master's program have been met.

### Admission Requirements

- Bachelor's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay articulating the candidate's philosophy of educational leadership
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).  
Note: Conditional acceptance into the program may be granted without the passing MTEL® score. However, full admission will only be granted if the passing score is submitted by the conclusion of the second semester in the program.
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise
    - or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

### Program of Study

- EDLE 501 - Introduction to Educational Leadership and School Reform  
(prerequisite to all other EDLE 500-level courses for the program)
- EDLE 541 - Managing Human and Financial Resources
- EDLE 547 - Designing the School/District Professional Learning Community
- EDLE 569 - Legal Aspects of School Administration
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDMC 531 - The Standards-Based Classroom: Curriculum

### Practicum

- EDLE 583 - Practicum in Supervisorship/Directorship (6 credits)

### Exit Requirement

An electronic portfolio review will serve as the culminating performance assessment for licensure endorsement by Bridgewater State University.

Total minimum credits: 24

## Elementary Education (Initial Licensure), Postbaccalaureate Licensure

### Department: Elementary and Early Childhood Education

This program is designed for persons who have a bachelor's degree and seek initial licensure in elementary education (1-6). This is a day program only.

### Admission Requirements



- A liberal arts or science undergraduate major or its equivalent is required
- A minimum 2.8 undergraduate GPA is required for admission to the program
- Three appropriate letters of recommendation
- A qualifying score on the Communication and Literacy Skills, the Foundations of Reading, and the General Curriculum (multi-subject and math subtests) portions of the Massachusetts Tests for Educator Licensure® (MTEL)
- Official transcripts of all undergraduate and graduate course work

Deadline: Rolling admissions - Admission decisions are made on a rolling basis when completed applications are submitted within a reasonable timeframe prior to the start of the academic semester.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Students should consult the "Admission-Graduate" section of this catalog for information regarding graduate program application procedures and admission standards.

Students seeking initial licensure should consult the section of this catalog titled "College of Education and Allied Studies" for professional education admission and retention information and institutional deadlines.

All three MTEL® must be passed as a prerequisite to professional semester courses.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the introductory course. An additional 40 hours is attached to the professional courses: reading, language arts/social studies, mathematics and science.

All accepted students must enroll under the direction of their adviser in GRPP 501 - Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "Graduate Academic Policies" section of this catalog.

### Requirements

- GRPP 501 - Graduate Program Planning
- ELED 510 - Fundamentals of Elementary Education \*
- or ELED 220 - Introduction to Elementary Education \*

\*To be completed prior to admission to professional education and enrollment in upper-division (300-level) education courses.

Professional semester courses:

- ELED 300 - Elementary Art Methods
- ELED 313 - Teaching Science in the Elementary School
- ELED 330 - Teaching Reading in the Elementary School
- ELED 344 - Teaching Language Arts and Social Studies in the Elementary Classroom
- ELED 350 - Teaching Mathematics in the Elementary School
- ELED 360 - Teaching in a Standards-Based, Inclusive Elementary Classroom
- ELED 492 - Supervised Teaching in Public Schools: Elementary (12 credits)

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in elementary education (1-6).

Total minimum credits: 31.5

## Health - Health/Family and Consumer Sciences (PreK-12) (Initial Licensure), Postbaccalaureate Licensure

### Department: Movement Arts, Health Promotion and Leisure Studies

This program is designed for persons who have a bachelor's degree and wish to be licensed as teachers of health education (PreK-12).

Students who successfully complete the curriculum below are eligible. For information regarding application procedures and admission standards, students should consult the "Admission-Graduate" section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled "College of Education and Allied Studies" for information pertaining to licensure, admission to and retention in professional education, as well as important institutional deadlines.

### Admission Requirements

- A 2.8 GPA
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Official transcripts of undergraduate and graduate course work

### Program Requirements

- BIOL 251 - Human Anatomy and Physiology I
- BIOL 252 - Human Anatomy and Physiology II
- EDHM 210 - Introduction to Teaching \*
- EDHM 235 - Learning and Motivation
- EDHM 335 - Assessment and Planning
- EDHM 445 - Content Area Reading, Writing and Study Skills
- HEAL 200 - Principles and Practices of Health Education

- HEAL 300 - Current Issues in Health
- HEAL 315 - School and Community Health
- HEAL 385 - Epidemiology: The Study of Diseases
- HEAL 401 - Human Sexuality
- HEAL 405 - Drugs in Society
- HEAL 407 - Stress Management
- HEAL 450 - Health Promotion Strategies
- HEAL 471 - Nutrition
- HEAL 477 - Environmental and Consumer Health
- HEAL 491 - Field Based Pre-Practicum in Health
- HEAL 495 - Practicum in Student Teaching – Elementary Health (Health/Family and Consumer Science)
- HEAL 496 - Practicum in Student Teaching-Secondary Health (Health/Family and Consumer Science)
- PHED 200 - Fitness for Life
- PSYC 227 - Developmental Psychology
- SPED 203 - Cultural Diversity Issues in School and Society

Students must supply evidence of current certification in Standard First Aid and CPR.

Total minimum credits: 73

Note(s):

\*To be completed prior to admission to professional education and enrollment in upper-division education courses.

### **Instructional Technology (All Levels) (Initial Licensure), Postbaccalaureate Licensure**

#### **Department: Secondary Education and Professional Programs**

This program is designed for students who have a bachelor's degree and seek initial licensure in instructional technology (all levels).

#### **Admission Requirements**

Applicants must meet the following criteria in order to be admitted by the College of Graduate Studies and the College of Education and Allied Studies.

- A minimum GPA of 2.8 based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communications and Literacy Skills portion of the Massachusetts Test for Educator Licensure® (MTEL)
- Official transcripts of undergraduate and graduate course work

Please note that admission decisions to the postbaccalaureate programs are made on a rolling basis when applications are submitted within a reasonable time frame prior to the start of the academic semester.

Anyone with an undergraduate GPA less than 2.8 should contact the College of Graduate Studies for information regarding a low-GPA remedy.

Non-degree students will be allowed to enroll in two courses or six credits prior to matriculation.

Students admitted to the Graduate Certificate in Instructional Technology program will be allowed to transfer four courses or 12 credits into the postbaccalaureate program with the permission of the program coordinator, providing that the courses completed meet the course requirements for the postbaccalaureate program.

Students successfully completing the program are eligible to apply for initial Massachusetts Licensure in Instructional Technology (all levels).

#### **Course requirements**

- INST 509 - Foundations of Instructional Technology
- INST 522 - Instructional Design
- INST 523 - Information Access and the Internet
- INST 524 - Technology Leadership
- INST 529 - Assistive Technology
- INST 596 - Clinical Experience (6 credits)\*

Note(s):

\* Six credits are required in the clinical experience, INST 596, unless three credits are waived by the College of Education and Allied Studies due to licensure status.

Total minimum credits: 21

### **Physical Education (PreK-8, 5-12) (Initial Licensure), Postbaccalaureate Licensure**

#### **Department: Movement Arts, Health Promotion and Leisure Studies**

This program is designed for persons who have a bachelor's degree and wish to be licensed as a teacher of physical education (PreK-8 or 5-12). Students who successfully complete the curriculum below are eligible to apply for initial licensure.

For information regarding application procedures and admission standards, students should consult the "Admission-Graduate" section of this catalog. Students seeking initial licensure should consult the section of this catalog titled "College of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

#### **Admission Requirements**

- A 2.8 GPA
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Official transcripts of undergraduate and graduate course work

#### **Program Requirements**

Students must complete the following 35 credits or the equivalent.

- PHED 100 - Applied Musculoskeletal Anatomy
- PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise
- PHED 210 - Developmental Kinesiology
- PHED 217 - Principles of Motor Learning and Performance
- PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity
- PHED 324 - Physical and Motor Development of Individuals with Disabilities
- PHED 385 - Biomechanics
- PHED 401 - Physiology of Exercise

#### **Activity Requirement**

Specific physical education activities pertinent to teaching at this level as identified by the department teacher preparation committee. (9 credits)

#### **Teacher Licensure Courses**

##### **PreK-8**

- \* PHED 205 - Introduction to Teaching Physical Education in the Public Schools
- \* PHED 225 - Observation and Analysis of Movement for Children
- PHED 326 - Teaching Physical Education to Children
- PHED 329 - Teaching and Curriculum Development in the Middle and Junior High School
- PHED 335 - Planning, Implementation, and Evaluation in Teaching Physical Education
- PHED 495 - Field-Based Pre-Practicum (PreK-8) – Physical Education
- PHED 496 - Practicum in Student Teaching (PreK-8) – Physical Education
- PSYC 227 - Developmental Psychology or
- PSYC 100 - Introductory Psychology
- Current certificate from the American Red Cross for Standard First Aid and CPR.

Total minimum credits (PreK-8): 70

##### **5-12**

- \* PHED 205 - Introduction to Teaching Physical Education in the Public Schools
- \* PHED 212 - Strategies and Analysis of Motor Skills
- PHED 315 - Teaching Team and Individual Sports
- PHED 329 - Teaching and Curriculum Development in the Middle and Junior High School
- PHED 335 - Planning, Implementation, and Evaluation in Teaching Physical Education
- PHED 491 - Field-Based Pre-Practicum (5-12) – Physical Education
- PHED 492 - Practicum in Student Teaching (5-12) – Physical Education
- PSYC 227 - Developmental Psychology or
- PSYC 100 - Introductory Psychology
- Current certificate from the American Red Cross for Standard First Aid and CPR

Total minimum credits (5-12): 70

Note(s):

\* To be completed prior to admission to professional education and enrollment in upper-division (300-level) education courses.

## **Secondary Education, Postbaccalaureate Licensure (APB)**

**Department: Secondary Education and Professional Programs**

**Accelerated Postbaccalaureate Program (APB): Initial Licensure for High School (Subject Areas: 8-12), Middle School (Subject Areas: 5-8) Teachers and PreK-12 Specialists**

Graduate Program Coordinator: Professor Thomas Brady

The Accelerated Postbaccalaureate (APB) program is a rigorous, accelerated graduate level program of study (15 credits) that leads to initial teacher licensure. Recognizing the unique strengths of nontraditional licensure candidates, the APB program is designed for individuals who are committed to becoming outstanding teachers.

The APB program is designed for persons who have a bachelor's degree and are seeking initial licensure in one of the following fields:

Teacher of Biology (5-8)  
Teacher of Biology (8-12)  
Teacher of Chemistry (5-8)  
Teacher of Chemistry (8-12)  
Teacher of Dance (all levels)  
Teacher of Earth Sciences (5-8)  
Teacher of Earth Sciences (8-12)  
Teacher of English (5-8)  
Teacher of English (8-12)  
Teacher of Foreign Language: Spanish (5-12)  
Teacher of History (5-8)  
Teacher of History (8-12)  
Teacher of Mathematics (5-8)  
Teacher of Mathematics (8-12)  
Teacher of Music (all levels)  
Teacher of Physics (5-8)  
Teacher of Physics (8-12)  
Teacher of Theater (all levels)  
Teacher of Visual Art (PreK-8)  
Teacher of Visual Art (5-12)

#### **APB Admission Criteria**

Candidates for the APB program will be admitted by the Office of Graduate Admission Enrollment Management based upon the recommendation of the APB coordinator. The coordinator will base the admission recommendations on the candidate's potential to be an effective teacher based on multiple indicators including, but not limited to, the following:

- An undergraduate degree with a minimum GPA of 2.8
- Content competence demonstrated by:  
A passing score on the subject matter test of the Massachusetts Tests for Educator Licensure® (MTEL).
- Literacy, communication and academic competence as demonstrated by a passing score on the communication and literacy MTEL®
- Experience with youth at the licensure level

As part of the admission process each candidate's transcripts will be reviewed by the APB program coordinator in collaboration with the appropriate departmental graduate coordinator for relevant content area coursework. A list of required topics has been determined by the specialized professional associations. The result of this review may require courses to be taken in the content area in addition to the 15 core APB education credits.

Evidence to be submitted by the program candidate includes:

- Completed application
- Statement of desire to be a teacher
- Résumé
- MTEL® scores
- GRE scores (optional)
- Descriptions of appropriate life experiences
- Official transcripts of all undergraduate and graduate course work

For APB application material and information, contact the Office of Graduate Admission.

#### **APB Curriculum**

- EDHM 571 - Teaching and Learning in Middle and High Schools
- EDHM 572 - Planning and Assessment in Middle and High Schools
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDHM 554 - Student Teaching Practicum
- or EDHM 556 - Employment-Based Practicum

Total minimum credits: 15

## ■ MASTER OF ARTS

### English, MA

#### Department: English

The Master of Arts degree in English (MA) is designed for students pursuing advanced studies in English. Candidates in this degree program come from varied academic backgrounds. Some simply want to extend their undergraduate background and complete an MA in English, while others are destined for a PhD and a college teaching career. A number of our MA students are already certified teachers in private or public schools and want an advanced degree in English for professional reasons. Finally, a small number simply want to acquire the MA as an end in and of itself.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of course work or a 3.0 undergraduate degree GPA based upon work completed in their junior and senior years
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- Three appropriate letters of recommendation
- An undergraduate major in English, with at least 24 credits in the discipline, is generally required for admission to this program. Students with deficient academic backgrounds are sometimes accepted into the program with the stipulation that these deficiencies be made up before work actually credited to the degree program begins.
- Official transcripts of all undergraduate and graduate course work

#### Degree Requirements

Thirty-three credits at the 500-level distributed as follows:

- ENGL 500 - Introduction to Graduate Study in English (To be taken early in the student's program)

Three courses in literary periods, figures or genres (9 credits)

One course in ethnic or culturally diverse literature (3 credits)

One course in literary theory (3 credits)

One course in writing (3 credits)

Two elective courses in literature and/or writing (6 credits)

The remaining course requirements (six credits) can be satisfied by completing one of the following two research options:

#### Thesis Option

Students who choose this option will research and write a thesis, a work of independent scholarship, which demonstrates their ability to apply the knowledge and scholarly tools acquired during their degree work. Students who want to pursue doctoral work in English are strongly encouraged to choose the thesis option. Those who choose to write a thesis should consult the graduate coordinator and adviser to select a thesis director and committee, then write a thesis proposal, and register for ENGL 502 Research (six credits). The thesis must be fully accepted by the thesis director and thesis committee.

#### Non-Thesis Option

Students who choose not to write a thesis must complete the non-thesis option by fulfilling both of the following requirements:

- Students must enroll in two additional three-credit 500-level elective courses in literature and/or writing (total 6 credits).
- Students are also required to submit two long seminar papers for evaluation by the Graduate Committee. For this purpose students should select their two best seminar papers written during their graduate program of study. These papers should be clean, i.e., without the professors' comments and grades. Subject to the acceptance by the Graduate Committee, the seminar papers will be placed in the student's folder in the department.

#### Additional Degree Requirements

A Foreign Language Reading Proficiency Test (An intermediate-level reading/translation test in a foreign language of the student's choice; the student may use a foreign language dictionary during the test.)

A Comprehensive Examination (taken after course work is completed)

Total minimum credits: 33

### Psychology, MA

#### Department: Psychology

The Department of Psychology offers a graduate program leading to the Master of Arts in psychology. This program, which prepares the student to sit for the examination for licensure as a mental health counselor in Massachusetts, equips students to help individuals who may have a variety of behavioral, cognitive and emotional challenges. It may also serve as a steppingstone to further graduate training (PhD or PsyD).

The Master of Arts degree in psychology is a clinical program with a curriculum designed to provide a firm foundation in the understanding of human behavior and clinical disorders, as well as specific skills in psychotherapy and psychological assessment. Research methods and statistics are emphasized as essential tools for clinical professionals – e.g., in performing clinical outcome studies and program evaluations, and in staying current with the empirical literature. Students are exposed to a range of empirically supported therapeutic methods. Experiential learning is an essential component of the program, with 15 credits of practica and internships required.

#### **Admission Requirements**

- GRE General test scores
- Three letters of recommendation
- Official transcripts of all undergraduate and graduate course work
- Applicants must possess an undergraduate degree in either psychology or a closely related field
- A minimum undergraduate GPA of 3.0, above-average GRE scores and some experience in the field
- Final candidates will also receive a personal interview from the Admissions Committee

#### **Requirements for the Degree**

Students must complete a minimum of 60 approved graduate credits for the Master of Arts degree in psychology. Students must complete the Counselor Preparation Comprehensive Examination (CPCE) before graduation.

All students will complete a minimum 45-credit academic core and 15-credit clinical core (including practicum and internship).

#### **Grade Requirement**

Students in the MA in Psychology must achieve a grade of B- or better in any courses taken which will be credited toward the degree. Students may repeat only one graduate course for which they have received a grade of B- or less.

#### **Academic Core**

##### **First Year Courses**

The following courses *must* be taken within the Department of Psychology.

##### **Fall**

- PSYC 505 - Research Methods and Design I
- PSYC 509 - Foundations of Clinical Practice
- PSYC 511 - Theories of Psychotherapy

##### **Spring**

- PSYC 506 - Research Methods and Design II
- PSYC 512 - Evaluation Techniques
- PSYC 575 - Psychopathology

##### **Second Year Courses**

First year courses must be completed before beginning second year courses.

##### **Fall**

- PSYC 500 - Developmental Human Psychology
- PSYC 541 - Psychotherapy: Theory and Practice I

##### **Spring**

- PSYC 513 - Psychopharmacology for Nonmedical Professionals
- PSYC 542 - Psychotherapy: Theory and Practice II

#### **Other Program Requirements**

The following courses may be taken at any time, assuming any prerequisites have been met.

- PSYC 508 - Advanced Seminar
- PSYC 516 - Multicultural Counseling
- PSYC 517 - Career Information and Placement
- PSYC 518 - Theory and Process of Group Interaction

#### **Seminar and Research**

All students are required to complete one of the following two courses.

- PSYC 504 - Research (Thesis - 4 credits)
- PSYC 508 - Advanced Seminar

#### **Clinical Core**

All students must complete 100 hours of practicum and 600 hours of internship.

- PSYC 591 - Clinical Practicum (3 credits)
- PSYC 592 - Internship (12 credits-maximum of 6 credits each semester)

#### **Note(s):**

Important: Only 500-level courses will be accepted for credit in the MA program in psychology. Degree-seeking students may not transfer any second year courses into the program. Under current guidelines established by the commonwealth, students completing the program of study in psychology will be eligible (after completing the required number of postgraduate supervised clinical hours) to sit for the examination for licensure as a mental health counselor in Massachusetts.



Total minimum credits: 60

## ■ MASTER OF ARTS IN TEACHING

### Biology, MAT

#### Department: Biological Sciences

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level of professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "Graduate Academic Policies" section of the catalog for information regarding graduate program procedures.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 - Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "Graduate Academic Policies" section of this catalog.

#### Program Requirements

- GRPP 501 - Graduate Program Planning (1 credit)

#### Education Core Courses (15 credits)

- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher (final program course)

#### Biology Content Courses (18 credits)

Teachers will be expected to develop a knowledge base appropriate to the subject matter and to develop the skills and techniques needed for laboratory or fieldwork in the field of study.

Excluding those BIOE courses that cover subject matter that the student has previously taken at either the graduate or undergraduate level, all BIOE and BIOL 500-level courses offered by the Department of Biological Sciences at Bridgewater State University may be applied toward the 18 hours of content courses required for the MAT in Biology degree.

BIOE 511 - Advanced Biological Topics and Techniques and BIOE 515 - Advances in Ecological/Environmental Biology will focus on outcomes.

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college-level courses, to be determined by the department.

Successful completion of a biology department comprehensive examination is also required.

Total minimum credits: 34

### Creative Arts, MAT

#### Department: Art

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "Graduate Academic Policies" section of the catalog for information regarding graduate program procedures.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years



- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 - Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "Graduate Academic Policies" section of this catalog.

#### Program Requirements

- GRPP 501 - Graduate Program Planning

#### Education Core Courses

- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required (18 credits)

Successful completion of a comprehensive examination is also required.

Total minimum credits: 34

## English, MAT

### Department: English

#### Program for teachers who have, or are seeking, professional licensure

The Master of Arts in Teaching degree in English (MAT) was developed for high school and middle school English teachers. Specifically, the MAT is designed for secondary school teachers who have initial licensure and are seeking professional licensure in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. Also, this degree program will appeal to high school and middle school English teachers who already have standard certification or a professional license and simply want to acquire additional knowledge and a graduate degree in the discipline. Graduate students in the MAT will complete courses in both English and education. Advising will be done by full-time members of the graduate faculty in the Department of English.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of course work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

#### Degree Requirements

Eighteen credits in English

- ENGL 500 - Introduction to Graduate Study in English

Two courses in literary periods, figures or genres (6 credits)

One course in writing (3 credits)

One course in ethnic and culturally diverse literature (3 credits)

One elective course in literature or writing (3 credits)

Fifteen credits in secondary education

- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher (final program course)

A comprehensive examination administered by the Department of English

Total minimum credits: 33

## History, MAT

**Department: History**

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master’s degree in the discipline.

Students should consult the “Graduate Academic Policies” section of the catalog for information regarding graduate program policies and procedures.

**Admission Requirements**

- A 2.75 undergraduate GPA based upon four years of course work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- An initial teaching license
- Three appropriate letters of recommendation

All accepted students must enroll under the direction of their adviser in GRPP 501 - Graduate Program Planning, which is described under “Graduate Advisers and Graduate Program Planning” in the “Graduate Academic Policies” section of this catalog.

**Program Requirements**

- GRPP 501 - Graduate Program Planning

**Education Core Courses**

- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher (final course of program)

**Concentration Electives (18 credits)**

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college-level courses in history, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Each student must pass a comprehensive examination prior to being eligible to receive the Master of Arts in Teaching degree.

Total minimum credits: 34

For program details, candidates should consult the Department of History’s graduate program coordinator, Dr. Michael Ierardi.

**Mathematics, MAT****Department: Mathematics**

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master’s degree in the discipline.

Students should consult the “Graduate Academic Policies” section of the catalog for information regarding graduate program policies and procedures.

**Admission Requirements**

- A minimum undergraduate GPA of 2.75 based upon four years of course work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

**Program Requirements****Education Core Courses**

- EDMC 530 - The Teacher as Researcher

- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher (final program course)

#### Concentration Electives (18 credits)

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Successful completion of a comprehensive examination in the six required courses or a capstone project approved by the department is also required.

Total minimum credits: 33

## Music, MAT

### Department: Music

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during junior and senior years
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- A Bachelor's degree
- An initial teaching license in music
- Teaching experience in the field of music
- A completed application submitted to the College of Graduate Studies

#### Program Requirements

##### Education Core Courses

- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher (final program course)

##### Music Courses

- MUSC 552 - Seminar in Music Education Problems
- MUSC 558 - Orff Schulwerk Teacher Training: Level I (MUSC 559 - Orff Schulwerk Teacher Training: Level II or MUSC 562 - Orff Schulwerk Teacher Training: Level III may be substituted for this course)
- MUSC 559 - Orff Schulwerk Teacher Training: Level II or
- MUSC 503 - Directed Study
- MUSC 564 - Music in the Arts: A Cultural Perspective
- MUSC 569 - Foundations in Music Education
- MUSC 575 - Techniques for Arranging Classroom and Concert Music

Successful completion of a comprehensive examination is also required.

Total minimum credits: 33

## Physical Science, MAT

### Department: Physics

The MAT in Physical Science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science, general science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Elementary and Secondary Education licensure regulations.

Students should consult the Graduate Academic Policies section of this catalog for information regarding program policy and procedures. For current information concerning program requirements, consult the Department of Physics section of this catalog.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- An initial teaching license

- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

### **Program Requirements**

#### **Introductory Course**

- PHSC 501 - Problem Solving in Physical Science

#### **Concentration Electives**

Twelve credits in electives, at least three credits each from Chemistry, Earth Sciences and Physics

#### **Chemistry**

- CHEM 560 - Special Topics in Chemistry

#### **Earth Sciences**

- GEOL 501 - Observational Astronomy
- GEOL 504 - Observational Meteorology
- GEOL 550 - Modern Developments in Earth Science
- GEOL 560 - Special Topics in Earth Science

#### **General Science**

- GSCI 560 - Special Topics in Science Teaching

#### **Physics**

- PHYS 560 - Special Topics in Physics Teaching
- PHYS 581 - The Physics of the Environment
- PHYS 593 - Special Topics in Secondary School Science
- or PHYS 594 - Special Topics in Middle School Science

#### **Education Core Courses**

- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher

#### **Capstone course**

- PHSC 590 - Integrated Physical Science

Total minimum credits: 33

## **Physics, MAT**

### **Department: Physics**

The Master of Arts in Teaching degree in physics was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations.

Students should consult the "Graduate Academic Policies" section of the catalog for information regarding graduate program policies and procedures.

### **Admission Requirements**

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 - Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "Graduate Academic Policies" section of this catalog.

#### **Program Requirements**

- GRPP 501 - Graduate Program Planning

#### **Education Core Courses**

- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher

#### **Concentration Electives**

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Successful completion of a comprehensive examination is also required.

Total minimum credits: 34

## **Teaching English to Speakers of Other Languages (Initial Licensure), MAT**

**Department: College of Graduate Studies**

### **Admission requirements**

- A completed M.A.T. application from the College of Graduate Studies
- A four-year bachelor's degree from an accredited institution
- A 2.75 undergraduate GPA based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- For the MA Licensure concentration only, a passing score on the MTEL® Communication and Literacy Skills Battery
- For international applicants for whom English is not a second language, an acceptable TOEFL score
- Three letters of recommendation (at least two letters from academic references)
- Official copies of transcripts for all undergraduate and graduate work

### **Program Requirements**

#### **Required Courses (30-33 credits)**

- EDMC 530 - The Teacher as Researcher
- ENGL 514 - Linguistics for TESOL
- ENGL 516 - Theories of Second Language Acquisition
- ENGL 517 - Critical Approaches to TESOL Methods
- ENGL 519 - Language and Power
- TESL 501 - Second Language Teaching and Learning
- TESL 504 - Sheltered Content Instruction: Principles and Practices
- TESL 505 - Reading and Writing in the Sheltered Content Classroom
- TESL 506 - Assessment for Equity and Inclusion of Linguistic and Cultural Differences and Exceptionalities
- TESL 595 - Practicum: Teacher of English to Speakers of Other Languages \*

\*If students enter the program with another first license, they will be permitted to register for an eight-week practicum (3 credits) and will select an elective from below to attain the minimum of 33 credits; if this is their first license, they will register for a 16-week practicum (6 credits).

### **Electives**

Select from the following, if needed, to reach 33 credits:

- ENGL 518 - Issues in Second Language Writing
- ENGL 521 - Special Topics in TESOL
- READ 547 - Teaching English Learners to Read and Write
- READ 548 - Case Studies in Dual Language Instruction: Theory and Practice
- SPED 508 - Strategies for Diversity
- SPED 540 - Contemporary Issues and Mandates in Bilingual and Special Education

### **Exit Requirement**

Completion of a comprehensive examination

Total minimum credits: 33

## **Teaching English to Speakers of Other Languages (Non-Licensure), MAT**

**Department: College of Graduate Studies**

### **Admission requirements**

- A completed M.A.T. application from the College of Graduate Studies
- A four-year bachelor's degree from an accredited institution
- A 2.75 undergraduate GPA based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- For international applicants for whom English is not a second language, an acceptable TOEFL score
- Three letters of recommendation (at least two letters from academic references)
- Official copies of transcripts for all undergraduate and graduate work

## Program Requirements

### Required Courses (24 credits)

- EDMC 530 - The Teacher as Researcher
- ENGL 514 - Linguistics for TESOL
- ENGL 516 - Theories of Second Language Acquisition
- ENGL 517 - Critical Approaches to TESOL Methods
- ENGL 519 - Language and Power
- TESL 504 - Sheltered Content Instruction: Principles and Practices
- TESL 505 - Reading and Writing in the Sheltered Content Classroom
- TESL 506 - Assessment for Equity and Inclusion of Linguistic and Cultural Differences and Exceptionalities

### Electives (9 credits)\*



Choose from the following:

- ENGL 502 - Research or Creative Writing Project
- ENGL 518 - Issues in Second Language Writing
- ENGL 521 - Special Topics in TESOL
- ENGL 599 - Internship
- READ 547 - Teaching English Learners to Read and Write
- READ 548 - Case Studies in Dual Language Instruction: Theory and Practice
- SPED 508 - Strategies for Diversity
- SPED 540 - Contemporary Issues and Mandates in Bilingual and Special Education

Exit Requirement

Choose one of the following options:

1. Completion of a comprehensive examination
2. Completion of a Thesis - ENGL 502 (6 credits)\*

\*Students choosing the thesis option will take only one additional three-credit course to complete their elective requirement of nine credits.

Students who may pursue further graduate work in TESOL may want to select the thesis option.

Total minimum credits: 33

## ■ MASTER OF BUSINESS ADMINISTRATION

### Business Administration, MBA

College: Ricciardi College of Business

Admission Requirements

Detailed information about admission is provided in the " Admission-Graduate " section of this catalog. The following are specific requirements for application to the MBA degree program.

- A bachelor's degree from a four-year accredited college or university; if the degree has not yet been awarded at the time of application, the successful applicant must be nearing completion of the bachelor's degree
- Official transcripts of all undergraduate and graduate course work
- Three letters of recommendation, at least one each from academic and professional references, submitted on graduate-school reference forms
- A resume which demonstrates the applicant's potential for leadership and academic achievement as evidenced by activities during his or her professional career or undergraduate business studies
- Official copy of scores from the Graduate Management Admissions Test (GMAT).

Applicants to the MBA degree program who meet certain provisions will be considered for admission without submitting a GMAT.

NOTE: If, upon review, the applicant is considered admissible without a GMAT that requirement will be waived. The following provisions qualify an applicant to be considered for the GMAT waiver:

- An advanced degree (e.g. master's, doctorate, JD, etc.) in a specialized business field, economics, law, or related field, or in a discipline involving a significant quantitative component (e.g. engineering, science, statistics)
- CPA, CFA or CFM certification

The College of Business reserves the right to request a GMAT score from an applicant even if these conditions are met.

Applicants for whom English is a second language will be required to submit an official copy of results from the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System), unless they have at least two years of experience in an American college or university. Students taking the TOEFL must receive a total score of 213 from a computer-based test, 550 from a paper-based test or 79-80 on the internet-based test. Students taking the IELTS must receive a total score of 6/6.5.

### COURSE WORK

The MBA requires students to complete courses in four different categories. Depending on the student's undergraduate courses, the requirements for the degree range from 33 to 54 credit hours.

- Foundation Courses - These three-credit, undergraduate- and graduate-level courses cover the basic content of accounting, economics, finance, information systems, management, marketing and statistics. Advanced standing may be granted in these courses for students who have satisfactorily completed comparable undergraduate or graduate courses previously. The Graduate Program Coordinator will determine eligibility for advanced standing.
- Function Courses - These eight, 1.5-credit courses provide an advanced perspective on the functional areas of business, focusing on the decisions made by a general manager.
- Integration Courses - These five courses serve as the capstone courses for the program.
- Electives - These three, 3-credit courses allow a student to either study a particular topic in depth, or to gain breadth across business disciplines

Foundation Courses (Advanced standing available)

- ACFI 500 - Foundations of Financial and Managerial Accounting
- ACFI 501 - Foundations of Corporate Finance
- ECON 500 - Foundations of Economics
- ECON 501 - Foundations of Business Statistics
- MGMT 507 - Foundations of Marketing
- MGMT 508 - Foundations of Information Systems
- MGMT 509 - Foundations of Management

#### Function and Integration Courses (Required)

##### Function Courses

- ACFI 550 - Accounting for Managerial Decision Making
- ACFI 551 - Financial Management
- ECON 550 - Managerial Economics
- MGMT 550 - Communications for Managers
- MGMT 555 - Marketing Management
- MGMT 556 - Operations Management
- MGMT 570 - Organizational Behavior
- MGMT 575 - Managing Human Capital

##### Integration Courses

- ACFI 593 - Financial Statement Analysis
- MGMT 530 - Global Business Issues
- MGMT 580 - Business Research Methods
- MGMT 595 - Strategic Management
- MGMT 598 - Leadership, Ethics and Corporate Accountability

#### Electives (Required - 9 credits)

Nine credits in 500-level courses with adviser approval

Total minimum credits: 33

## ■ MASTER OF EDUCATION

### Counseling, Mental Health Counseling Concentration, MEd

#### Department: Counselor Education

##### Admission Requirements

- A minimum cumulative undergraduate GPA of 2.8 or a minimum cumulative GPA of 3.0 for the last two years of undergraduate study. (If the candidate already holds a master's degree, a minimum graduate GPA of 3.5 is required.)\*
- A minimum composite score of 290 on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a minimum composite score of 900 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011\*.
- Three letters of recommendation from professionals or educators outside of the BSU Department of Counselor Education
- A completed counselor education admission application, including a 500-word personal statement related to the intended counseling program option
- Official transcripts of all undergraduate and graduate course work completed outside of Bridgewater State University
- Candidates for education programs leading to initial licensure (School Counseling and Mental Health-Dual License) must also provide passing qualifying scores on the Communication and Literacy Skills portions of the Massachusetts Tests of Educator Licensure® (MTEL). Candidates who already hold a master's degree are not required to take the GRE, but may be asked to do so by the Department of Counselor Education if their graduate GPA does not meet the minimum requirement.

##### Applicant Screening Process

Students who meet all admission requirements as outlined above will be invited to an admission interview.

\*Candidates who meet the following criteria will receive a conditional invitation to an admission interview:

- A composite GRE score of 700-899 (or a comparable composite score on the new grading scale) and a minimum cumulative GPA of 3.0; or
- A composite GRE score that exceeds 900 (or a comparable composite score on the new grading scale) and a 2.5-2.79 cumulative undergraduate GPA.
- If a candidate already holds a master's degree, a composite GRE score that exceeds 1000 and a cumulative graduate GPA of 3.0-3.4.

##### Admission Interviews

All applicants with a completed application package who meet the admission requirements outlined above will be required to participate in the on-campus Admissions Day interview process. The Admissions Day interview is an opportunity for faculty to assess the applicant's potential for employment as a professional counselor. Admissions Day is held on the third Friday of March and the third Friday of November each year.

#### Mental Health Counseling Program

This 60-credit program is for those seeking licensure as a mental health counselor in Massachusetts by the Board of Registration. Program requirements have been designed to meet current state licensing requirements (CMR 262).

#### Grade Requirement

Please see the Graduate Academic Policies in the University catalog and the College of Graduate Studies Handbook (<http://www.bridgew.edu/Handbook/GradSchool.cfm>).

#### Required Courses

- \* CNMH 528 - Counseling Theories and Techniques for Mental Health Counseling
- \* CNGC 529 - Multicultural Counseling
- \* CNGC 500 - Research and Evaluation
- CNGC 520 - Group Experience (graded on a (P) Pass/(N) No Pass basis)
- CNGC 538 - Group I: Theory and Process of Group Interaction
- CNGC 539 - Introduction to Career Counseling
- CNGC 563 - Psychopharmacology for Nonmedical Professionals
- CNMH 532 - Psychological Assessment
- CNMH 534 - The Professional Counselor: Standards, Ethics and Legal Issues
- CNMH 535 - Applied Counseling: Adolescent-Adult
- CNMH 536 - Applied Counseling: Pre-Adolescent
- CNMH 540 - Substance Abuse and Dependency
- CNMH 564 - Theories of Psychological Development
- CNMH 568 - Psychopathology
- CNMH 569 - Crisis/Disaster Counseling
- CNMH 570 - Advanced Applied Counseling: Mental Health Counselor (100 hours)
- CNMH 571 - Internship: Mental Health Counselor (Total of 600 hours; 12 credits)

\*To be taken within first 15 credits

#### Note:

Students will meet with their adviser to plan their fieldwork experience. Students seeking licensure as a mental health counselor (LMHC) must complete a minimum of 600 hours of fieldwork at a mental health site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of field work they will complete that semester: 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits; 40 hours per week/600 total hours = 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two total seminars.

#### Electives

6.0 credits of electives at the 500 level or above

#### Culminating Experience

As part of the graduation requirement in the department, students are expected to complete a culminating experience which is overseen by members of the Department of Counselor Education faculty. The culminating experience focuses on students' ability to integrate counseling and development theory into direct practice. Through the culminating experience, students will demonstrate the counseling competencies that align with current CACREP standards (Council for the Accreditation of Counseling and Related Educational Programs), as well as standards that align within respective programs of study. Students will have the choice of a master's thesis, CNGC 502 - Research; taking the CPCE Exam (Counselor Preparation Comprehensive Examination); creating a capstone portfolio, CNGC 585 - Capstone in Counseling -- Portfolio; or a project paper, CNGC 586 - Capstone in Counseling -- Project Paper. Students completing a master's thesis must follow the guidelines established by the College of Graduate Studies. Students who are considering pursuing future doctoral studies are especially encouraged to select the master's thesis option.

Total minimum credits: 60

## Counseling, Mental Health Counseling--Dual License Concentration, MEd

### Department: Counselor Education

#### Admission Requirements

- A minimum cumulative undergraduate GPA of 2.8 or a minimum cumulative GPA of 3.0 for the last two years of undergraduate study. (If the candidate already holds a master's degree, a minimum graduate GPA of 3.5 is required.)\*

- A minimum composite score of 290 on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a minimum composite score of 900 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011\*.
- Three letters of recommendation from professionals or educators outside of the BSU Department of Counselor Education
- A completed counselor education admission application, including a 500-word personal statement related to the intended counseling program option
- Official transcripts of all undergraduate and graduate course work completed outside of Bridgewater State University
- Candidates for education programs leading to initial licensure (School Counseling and Mental Health-Dual License) must also provide passing qualifying scores on the Communication and Literacy Skills portions of the Massachusetts Tests of Educator Licensure® (MTEL). Candidates who already hold a master's degree are not required to take the GRE, but may be asked to do so by the Department of Counselor Education if their graduate GPA does not meet the minimum requirement.

### **Applicant Screening Process**

Students who meet all admission requirements as outlined above will be invited to an admission interview.

\*Candidates who meet the following criteria will receive a conditional invitation to an admission interview:

- A composite GRE score of 700-899 (or a comparable composite score on the new grading scale) and a minimum cumulative GPA of 3.0; or
- A composite GRE score that exceeds 900 (or a comparable composite score on the new grading scale) and a 2.5-2.79 cumulative undergraduate GPA.
- If a candidate already holds a master's degree, a composite GRE score that exceeds 1,000 and a cumulative graduate GPA of 3.0-3.4.

### **Admission Interview**

All applicants with a completed application package and who meet the admission requirements as outline above will be required to participate in the on-campus Admissions Day interview process. The Admissions Day interview is an opportunity for faculty to assess the applicant's potential for employment as a professional counselor. Admissions Day is held on the third Friday of March and the third Friday of November each year.

#### **Mental Health Counseling-Dual Licensure Program**

This 66-credit program is for those seeking dual licensure as a Licensed Mental Health Counselor (LMHC) in the state of Massachusetts by the Board of Registration and a School Social Worker/School Adjustment Counselor License with the Department of Elementary and Secondary Education. Program requirements have been designed to meet current state licensing requirements (CMR 262) and initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school adjustment counselor.

#### **Grade Requirement**

Please see Graduate Academic Policies in the University catalog and the College of Graduate Studies Handbook (<http://www.bridgew.edu/Handbook/GradSchool.cfm>).

### **Required Courses**

- \* CNMH 528 - Counseling Theories and Techniques for Mental Health Counseling
- \* CNGC 529 - Multicultural Counseling
- \* CNGC 500 - Research and Evaluation
- CNMH 534 - The Professional Counselor: Standards, Ethics and Legal Issues
- CNMH 535 - Applied Counseling: Adolescent-Adult
- CNMH 536 - Applied Counseling: Pre-Adolescent
- CNGC 538 - Group I: Theory and Process of Group Interaction
- CNMH 568 - Psychopathology
- CNGC 563 - Psychopharmacology for Nonmedical Professionals
- CNGC 520 - Group Experience (graded on a (P) Pass/(N) No Pass basis)
- CNMH 532 - Psychological Assessment
- CNGC 539 - Introduction to Career Counseling
- CNMH 564 - Theories of Psychological Development
- CNMH 569 - Crisis/Disaster Counseling
- CNGC 582 - Preventive Counseling
- CNMH 540 - Substance Abuse and Dependency
- CNMH 570 - Advanced Applied Counseling: Mental Health Counselor
- CNMH 571 - Internship: Mental Health Counselor (Total of 450 hours)\*\*
- CNMH 582 - Internship: Mental Health Counselor - Dual License (Total of 450 hours)\*\*

\*To be taken within the first 15 credits

Note:

Students will meet with their adviser to plan their fieldwork experience. Students pursuing an LMHC and a license as a School Social Worker/School Adjustment Counselor must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a

school-based mental health site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of field work they will complete that semester: 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits; 40 hours per week/600 total hours = 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two total seminars.

#### Electives

3.0 credits of elective at the 500 level or above

#### Culminating Experience

As part of the graduation requirement in the department, students are expected to complete a culminating experience which is overseen by members of the Department of Counselor Education faculty. The culminating experience focuses on students' ability to integrate counseling and development theory into direct practice. Through the culminating experience, students will demonstrate the counseling competencies that align with current CACREP standards (Council for the Accreditation of Counseling and Related Educational Programs), as well as standards that align within respective programs of study. Students will have the choice of a master's thesis, CNGC 502 - Research; taking the CPCE Exam (Counselor Preparation Comprehensive Examination); creating a capstone portfolio, CNGC 585 - Capstone in Counseling -- Portfolio; or a project paper, CNGC 586 - Capstone in Counseling -- Project Paper. Students completing a master's thesis must follow the guidelines established by the College of Graduate Studies. Students who are considering pursuing future doctoral studies are especially encouraged to select the master's thesis option.

Total minimum credits: 66

## Counseling, School Counseling (PreK-8, 5-12) Concentration, MEd

### Department: Counselor Education

#### Admission Requirements

- A minimum cumulative undergraduate GPA of 2.8 or a minimum cumulative GPA of 3.0 for the last two years of undergraduate study. (If the candidate already holds a master's degree, a minimum graduate GPA of 3.5 is required.)\*
- A minimum composite score of 290 on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011, or a minimum composite score of 900 on the quantitative and verbal parts of the GRE General Test if taken prior to August 1, 2011.\*
- Three letters of recommendation from professionals or educators outside of the BSU Department of Counselor Education
- A completed Counselor Education admission application, including a 500-word personal statement related to the intended counseling program option
- Official transcripts of all undergraduate and graduate course work completed outside of Bridgewater State University
- Candidates for education programs leading to initial licensure (School Counseling and Mental Health-Dual License) must also provide passing qualifying scores on the Communication and Literacy Skills portions of the Massachusetts Tests of Educator Licensure® (MTEL). Candidates who already hold a master's degree are not required to take the GRE, but may be asked to do so by the Department of Counselor Education if their graduate GPA does not meet the minimum requirement.

#### Applicant Screening Process

Students who meet all admission requirements as outlined above will be invited to an admission interview.

\*Candidates who meet the following criteria will receive a conditional invitation to an admission interview:

- A composite GRE score of 700-899 (or a comparable composite score on the new grading scale) and a 2.5-2.79 cumulative undergraduate GPA.
- A composite GRE score that exceeds 900 (or a comparable composite score on the new grading scale) and a 2.5-2.79 cumulative undergraduate GPA.
- If a candidate already holds a master's degree, a composite GRE score that exceeds 1,000 and a cumulative graduate GPA of 3.0-3.4.

#### Admission Interviews

All applicants with a completed application package and who meet the admission requirements as outlined above will be required to participate in the on-campus Admissions Day interview process. The Admissions Day is an opportunity for faculty to assess the applicant's potential for employment as a professional counselor. Admissions Day is held on the third Friday of March and the third Friday of November each year.

#### School Counselor Licensure

Course requirements leading to initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school counselor at the pre-kindergarten through 8th grade level (PreK-8) or the 5th through 12th grade level (5-12) are outlined below. Licensure by the university will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact. To discuss the various licensure program options, please consult with your adviser.

## School Counseling Program Initial Licensure (PreK-8)

### Grade Requirement

Please see Graduate Academic Policies in the University catalog and the College of Graduate Studies Handbook (<http://www.bridgew.edu/Handbook/GradSchool.cfm>).

#### General Counseling Core Courses

- CNSC 528 - Counseling Theories and Techniques for School Counselors
- CNGC 500 - Research and Evaluation
- CNGC 529 - Multicultural Counseling
- CNGC 538 - Group I: Theory and Process of Group Interaction
- CNGC 520 - Group Experience (graded on a (P) Pass/(N) No Pass basis)
- CNGC 539 - Introduction to Career Counseling

#### School Counseling Courses

- CNSC 515 - Ethical and Legal Issues for the School Counselor
- CNSC 516 - Foundations in School Counseling
- CNSC 523 - The School Counselor: Psychological Development and Clinical Issues
- CNSC 524 - Applied School Counseling
- CNSC 526 - Consultation and Collaboration for School Counselors
- CNSC 527 - Special Education Issues for School Counselors

#### School Counseling Fieldwork

- CNSC 570 - Advanced Applied Counseling – School Counselor: (PreK-8) (100 hours)
- CNSC 571 - Practicum: School Counselor (PreK-8) (600 hours; 12 credits)\*\*

#### Note(s):

\*\* Students will meet with their adviser to plan their fieldwork experience. Students will need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience.

Three credits in electives at the 500 level or above

Students should consult with their academic advisers when choosing an appropriate elective.

#### Culminating Experience

As part of the graduation requirement in the department, students are expected to complete a culminating experience which is overseen by members of the Department of Counselor Education faculty. The culminating experience focuses on students' ability to integrate counseling and development theory into direct practice. Through the culminating experience, students will demonstrate the counseling competencies that align with current CACREP standards (Council for the Accreditation of Counseling and Related Educational Programs), as well as standards that align within respective programs of study. Students will have the choice of a master's thesis, CNGC 502 - Research ; taking the CPCE Exam (Counselor Preparation Comprehensive Examination); creating a capstone portfolio, CNGC 585 - Capstone in Counseling -- Portfolio; or a project paper, CNGC 586 - Capstone in Counseling -- Project Paper. Students completing a master's thesis must follow the guidelines established by the College of Graduate Studies. Students who are considering pursuing future doctoral studies are especially encouraged to select the master's thesis option.

Total minimum credits: 51

## School Counseling Program Initial Licensure (5-12)



## Grade Requirement

Please see the Graduate Academic Policies in the University catalog and the College of Graduate Studies Handbook (<http://www.bridgew.edu/Handbook/GradSchool.cfm>).

### General Counseling Core Courses

- CNSC 528 - Counseling Theories and Techniques for School Counselors
- CNGC 500 - Research and Evaluation
- CNGC 529 - Multicultural Counseling
- CNGC 538 - Group I: Theory and Process of Group Interaction
- CNGC 520 - Group Experience (graded on a (P)Pass/(N)No Pass basis)
- CNGC 539 - Introduction to Career Counseling

### School Counseling Core Courses

- CNSC 516 - Foundations in School Counseling
- CNSC 515 - Ethical and Legal Issues for the School Counselor
- CNSC 523 - The School Counselor: Psychological Development and Clinical Issues
- CNSC 524 - Applied School Counseling
- CNSC 526 - Consultation and Collaboration for School Counselors
- CNSC 527 - Special Education Issues for School Counselors

### School Counseling Fieldwork

- CNSC 580 - Advanced Applied Counseling – School Counselor: (5-12) (100 hours)
- CNSC 581 - Practicum: School Counselor (5-12) (600 hours; 12 credits)\*\*

### Note(s)

\*\* Students will meet with their adviser to plan their fieldwork experience. Students will need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience.

Three credits in electives at the 500 level or above

Students should consult with their academic adviser when choosing an appropriate elective.

### Culminating Experience

As part of the graduation requirement in the department, students are expected to complete a culminating experience which is overseen by members of the Department of Counselor Education faculty. The culminating experience focuses on students' ability to integrate counseling and development theory into direct practice. Through the culminating experience, students will demonstrate the counseling competencies that align with current CACREP standards (Council for the Accreditation of Counseling and Related Educational Programs), as well as standards that align within respective programs of study. Students will have the choice of a master's thesis, CNGC 502 - Research ; taking the CPCE Exam (Counselor Preparation Comprehensive Examination); creating a capstone portfolio, CNGC 585 - Capstone in Counseling -- Portfolio; or a project paper, CNGC 586 - Capstone in Counseling -- Project Paper. Students completing a master's thesis must follow the guidelines established by the College of Graduate Studies. Students who are considering pursuing future doctoral studies are especially encouraged to select the master's thesis option.

Total minimum credits: 51

## Counseling, Student Affairs Counseling Concentration, MEd

### Department: Counselor Education

#### Admission Requirements

- A minimum cumulative undergraduate GPA of 2.8 or a minimum cumulative GPA of 3.0 for the last two years of undergraduate study. (If the candidate already holds a master's degree, a minimum graduate GPA of 3.5 is required.)\*
- A minimum composite score of 290 on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011, or a minimum composite score of 900 on the quantitative and verbal parts of the GRE General Test if taken prior to August 1, 2011.
- Three letters of recommendation from professionals or educators outside of the BSU Department of Counselor Education
- A completed counselor education admission application, including a 500-word personal statement related to the intended counseling program option
- Official transcripts of all undergraduate and graduate course work completed outside of Bridgewater State University

#### Applicant Screening Process

Students who meet all admission requirements as outlined above will be invited to an admission interview.

\*Candidates who meet the following criteria will receive a conditional invitation to an admission interview:



- A composite GRE score of 700-899 (or a comparable composite score on the new grading scale) and a minimum cumulative GPA of 3.0; or
- A composite GRE score that exceeds 900 (or a comparable composite score on the new grading scale) and a 2.5-2.79 cumulative undergraduate GPA.
- If a candidate already holds a master's degree, a composite GRE score that exceeds 1,000 and a cumulative GPA of 3.0-3.4.

### **Admission Interviews**

All applicants with a completed application package who meet the minimum admission requirements will be required to participate in the on-campus Admissions Day interview process. The Admissions Day interview is an opportunity for faculty to assess the applicant's potential for employment as a professional counselor. Admissions Day is held on the third Friday of March and the third Friday of November each year.

### **Student Affairs Counseling Program**

This 39-credit program is designed for those students interested in careers in higher education and student affairs.

### **Grade Requirement**

Please see the Graduate Academic Policies in the University catalog and the College of Graduate Studies Handbook (<http://www.bridgew.edu/Handbook/GradSchool.cfm>).

### **Counseling Core Courses**

- CNSA 528 - Counseling Theories and Techniques for Student Affairs Counseling
- CNGC 500 - Research and Evaluation
- CNGC 520 - Group Experience (Graded on a (P)Pass/(N)No Pass basis; 0.0 credit)
- CNGC 529 - Multicultural Counseling
- CNGC 538 - Group I: Theory and Process of Group Interaction
- CNGC 539 - Introduction to Career Counseling

### **Student Affairs Core Courses**

- CNSA 510 - Student Development Theory in Higher Education
- CNSA 515 - Foundations in Higher Education Counseling for Student Affairs Practice
- CNSA 520 - Ethical, Legal and Professional Issues in Student Affairs
- CNSA 525 - Student Affairs Administration
- CNSA 530 - Helping Skills for Student Affairs Professionals

Three credits in electives at the 500 level or above

Students should consult with their academic advisers when choosing an appropriate elective.

### **Student Affairs Internship\*\***

- CNSA 570 - Advanced Applied Counseling: Student Affairs Counseling (150 hours; 3 credits)
- CNSA 571 - Internship: Student Affairs Counselor (150 hours; 3 credits)

### **Note(s)**

Students will meet with their adviser to plan their fieldwork experience. Students must complete a minimum of 150 fieldwork hours at a site approved by the Student Affairs Programs Committee. Students must complete their CNSA 570 - Advanced Applied Counseling: Student Affairs Counseling in a separate semester from CNSA 571 - Internship: Student Affairs Counselor.

### **Culminating Experience**

As part of the graduation requirement in the department, students are expected to complete a culminating experience which is overseen by members of the Department of Counselor Education faculty. The culminating experience focuses on students' ability to integrate counseling and development theory into direct practice. Through the culminating experience, students will demonstrate the counseling competencies that align with current CACREP standards (Council for the Accreditation of Counseling and Related Educational Programs), as well as standards that align within respective programs of study. Students will have the choice of a master's thesis, CNGC 502 - Research ; taking the CPCE Exam (Counselor Preparation Comprehensive Examination); creating a capstone portfolio, CNGC 585 - Capstone in Counseling -- Portfolio; or a project paper, CNGC 586 - Capstone in Counseling -- Project Paper. Students completing a master's thesis must follow the guidelines established by the College of Graduate Studies. Students who are considering pursuing future doctoral studies are especially encouraged to select the master's thesis option.

Total minimum credits: 39

## **Early Childhood Education (Non-Licensure), MEd**

### **Department: Elementary and Early Childhood Education**

This degree program is also offered to elementary school teachers who already hold a standard level or professional license. In such cases, it is offered for professional development purposes and may be individualized.

Total minimum credits: 31

## **Early Childhood Education (Professional Licensure), MEd**

**Department: Elementary and Early Childhood Education**

This degree program is designed for persons who hold initial licensure in early childhood education (grades PreK-2) and are seeking professional licensure in the Commonwealth of Massachusetts. The program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure as set forth in the most recent MA DESE licensure regulations.

**Admission Requirements**

- A minimum undergraduate GPA of 2.8 based upon four years of work or a 3.0 undergraduate GPA based upon work completed in the junior and senior years
- Passing scores for MTELs® required for the applicant's initial teaching licensure in Massachusetts
- Three appropriate letters of recommendation
- An initial teaching license
- Official transcripts of all undergraduate and graduate course work

Students should consult the "Admission-Graduate" section of the catalog for information regarding graduate program application policies and procedures.

All accepted students must enroll under the direction of their adviser in GRPP 501 - Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "Graduate Academic Policies" section of this catalog.

**Program Requirements**

- GRPP 501 - Graduate Program Planning
- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- ECED 575 - Graduate Seminar in Early Childhood Education (final, stand-alone course for program)

**Program Content Electives (15 credits)**

Elect five graduate courses (400 level U/G or 500 level), approved by the program adviser, from arts and sciences disciplines. Alternative courses must be approved by the program coordinator.

- No more than two courses should be in any one arts and sciences discipline.
- Suggested disciplines: art, English, history, mathematics, reading and sciences.
- Course selections must be approved by an adviser.

**Exit Requirement**

Successful completion of a comprehensive examination

Total minimum credits: 31

**Educational Leadership (Non-Licensure), MEd****Department: Secondary Education and Professional Programs**

The Master of Education degree (MEd) in Educational Leadership Non-Licensure program is designed for professionals in education or related fields with a Bachelor's degree seeking further study in leadership for career growth.

**Admission Requirements**

- Bachelor's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay articulating the participant's philosophy of educational leadership
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL) or Graduate Record Examination (GRE)

**Program of Study**

- EDLE 501 - Introduction to Educational Leadership and School Reform (prerequisite to all other EDLE 500-level courses in the program)
- EDLE 511 - Educational Leadership and Managerial Effectiveness
- EDLE 530 - Research Applications for School Leaders
- EDLE 541 - Managing Human and Financial Resources
- EDLE 547 - Designing the School/District Professional Learning Community
- EDLE 569 - Legal Aspects of School Administration
- EDLE 572 - Technology for School Administrators
- EDLE 578 - Curriculum Improvement
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)

Electives

Three courses (nine credits) in electives from any 500-level graduate course, as approved by the program adviser.

Exit Requirement

All candidates must successfully pass the comprehensive examination as an exit requirement from the program.

Total minimum credits: 36

## **Educational Leadership, Principal/Assistant Principal (Initial Licensure), MEd**

### **Department: Secondary Education and Professional Programs**

Educational Leadership Licensure Programs, MEd

The Master of Education degree (MEd) in Educational Leadership program is designed to prepare students with a Bachelor's degree for the following positions in school administration:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

These programs have been approved for licensure purposes by the Massachusetts Department of Elementary and Secondary Education.

This includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate Massachusetts initial license and have had three years of employment in the role covered by that license, except where not required by licensure regulations.

### **Admission Requirements**

- Bachelor's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise
    - or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

### **Program of Study**

- EDLE 501 - Introduction to Educational Leadership and School Reform (prerequisite to all other EDLE 500-level courses in the program)
- EDLE 511 - Educational Leadership and Managerial Effectiveness
- EDLE 530 - Research Applications for School Leaders
- EDLE 541 - Managing Human and Financial Resources
- EDLE 547 - Designing the School/District Professional Learning Community
- EDLE 569 - Legal Aspects of School Administration
- EDLE 572 - Technology for School Administrators
- EDLE 578 - Curriculum Improvement
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)  
Choose one course from the following, dependent on licensure sought:
- EDLE 561 - Elementary School Administration
- EDLE 562 - High School Administration
- EDLE 563 - Middle School Administration

## Practicum

A six-credit practicum is required; choose one course from the following, dependent on licensure sought:

- EDLE 584 - Practicum in Elementary School Principalship
- EDLE 585 - Practicum in Middle School Principalship
- EDLE 586 - Practicum in High School Principalship

## Exit Requirement

All candidates must successfully complete a leadership electronic folio for licensure and pass the comprehensive examination as exit requirements from the program.

## Educational Leadership, School Business Administrator (Initial Licensure), MEd

### Department: Secondary Education and Professional Programs

Educational Leadership Licensure Programs, MEd

The Master of Education degree (MEd) in Educational Leadership program is designed to prepare students with a Bachelor's degree for the following positions in school administration:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

These programs have been approved for licensure purposes by the Massachusetts Department of Elementary and Secondary Education. This includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate Massachusetts initial license and have had three years of employment in the role covered by that license, except where not required by licensure regulations.

### Admission Requirements

- Bachelor's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise
    - or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

### Program of Study

- EDLE 501 - Introduction to Educational Leadership and School Reform (prerequisite to all other EDLE 500-level courses in the program)
- EDLE 511 - Educational Leadership and Managerial Effectiveness
- EDLE 530 - Research Applications for School Leaders
- EDLE 541 - Managing Human and Financial Resources
- EDLE 547 - Designing the School/District Professional Learning Community
- EDLE 566 - School Plant Planning and Administration
- EDLE 569 - Legal Aspects of School Administration
- EDLE 572 - Technology for School Administrators
- EDLE 578 - Curriculum Improvement
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)

#### Practicum

- EDLE 582 - Practicum in School Business Administration (6 credits)

#### Exit Requirement

All candidates must successfully complete a leadership electronic folio for licensure and pass the comprehensive examination as exit requirements from the program.

Total minimum credits: 36

### **Educational Leadership, Supervisor/Director (Initial Licensure), MEd**

#### **Department: Secondary Education and Professional Programs**

Educational Leadership Licensure Programs, MEd

The Master of Education degree (MEd) in Educational Leadership program is designed to prepare students with a Bachelor's degree for the following positions in school administration:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

These programs have been approved for licensure purposes by the Massachusetts Department of Elementary and Secondary Education. This includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate Massachusetts initial license and have had three years of employment in the role covered by that license, except where not required by licensure regulations.

#### **Admission Requirements**

- Bachelor's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

#### **Program of Study**

- EDLE 501 - Introduction to Educational Leadership and School Reform (prerequisite to all other EDLE 500-level courses in the program)
- EDLE 511 - Educational Leadership and Managerial Effectiveness
- EDLE 530 - Research Applications for School Leaders
- EDLE 541 - Managing Human and Financial Resources
- EDLE 547 - Designing the School/District Professional Learning Community
- EDLE 569 - Legal Aspects of School Administration
- EDLE 572 - Technology for School Administrators
- EDLE 578 - Curriculum Improvement
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDMC 531 - The Standards-Based Classroom: Curriculum

#### Practicum

- EDLE 583 - Practicum in Supervisorship/Directorship (6 credits)

Exit Requirement

All candidates must successfully complete a leadership electronic folio for licensure and pass the comprehensive examination as exit requirements from the program.

Total minimum credits: 36

### **Elementary Education (Initial Licensure), MEd**

#### **Department: Elementary and Early Childhood Education**

This program is designed for persons who have a bachelor's degree and seek initial licensure in elementary education (1-6).

Students should consult the "Admission-Graduate" section of the catalog for information regarding graduate program application policies and procedures.

#### **Admission Requirements**

- A minimum undergraduate GPA of 2.8 based upon four years of work
- A qualifying score on the Communication and Literacy Skills; the Foundations of Reading and the General Curriculum (multi-subject and math subtests) portions of the Massachusetts Tests for Educator Licensure® (MTEL)
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

Students seeking initial licensure should consult the section of this catalog titled "College of Education and Allied Studies" for professional education admission and retention information and institutional deadlines. Admission to professional education includes successful completion of ELED 510 Fundamentals of Elementary Education and its 40-hour prepracticum.

Students must complete 80 hours of prepracticum experience. A 40-hour experience is attached to the course ELED 510. An additional 40 hours is attached to the professional courses: reading, language arts/social studies, mathematics and science.

All accepted students must enroll under the directions of their adviser in GRPP 501 - Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "Graduate Academic Policies" section of this catalog.

#### **Requirements**

- GRPP 501 - Graduate Program Planning
- ELED 510 - Fundamentals of Elementary Education
- ELED 511 - Theory and Practice in Teaching Reading
- ELED 513 - Mathematical Applications for the Classroom
- ELED 515 - Differentiating Instruction: Creating Inclusive Classrooms
- ELED 517 - Exemplary Practice in Science Classrooms
- ELED 519 - Theory and Practice in Teaching Language Arts and Social Studies
- EDMC 530 - The Teacher as Researcher
- ELED 592 - Practicum: Elementary Education (12 credits)
- or ELED 591 - Employment-Based Practicum: Elementary Education

Exit Requirement:

A student teaching documentation package (competency portfolio)

Total minimum credits: 34

### **Elementary Education (Non-Licensure), MEd**

#### **Department: Elementary and Early Childhood Education**

This degree program is also offered to elementary school teachers who already hold a standard level or professional license. In such cases, it is offered for professional development purposes and may be individualized.

Total minimum credits: 31

### **Elementary Education (Professional Licensure), MEd**

#### **Department: Elementary and Early Childhood Education**

This degree program is designed for persons who hold initial licensure in elementary education (grades 1-6) and are seeking professional licensure in the Commonwealth of Massachusetts. The program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure as set forth in the most recent MA DESE licensure regulations.

Students should consult the "Admission-Graduate" section of the catalog for information regarding graduate program application policies and procedures.

#### **Admission Requirements**

- A minimum undergraduate GPA of 2.8 based upon four years of work or a 3.0 undergraduate GPA based upon course work completed in the junior and senior years
- Passing scores for the MTELs® that were required for the applicant's initial teaching license in Massachusetts or a composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test
- Three appropriate letters of recommendation



- An initial teaching license
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 - Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "Admission-Graduate" section of this catalog.

#### Program Requirements

- GRPP 501 - Graduate Program Planning
- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- ELED 554 - Graduate Seminar in Elementary Education (final course in program)

#### Program Content Electives (15 credits)

Elect five graduate courses (400 level U/G or 500 level), approved by the program adviser, from arts and science disciplines. Alternative courses must be approved by the program coordinator.

- No more than two courses should be in any one arts and sciences discipline.
- Suggested disciplines: art, English, history, mathematics, reading and sciences.
- Course selections must be approved by an adviser.

#### Exit Requirement

Successful completion of a comprehensive examination

Total minimum credits: 31

## Health Promotion, MEd

### Department: Movement Arts, Health Promotion and Leisure Studies

This program is designed for individuals who are currently involved in health promotion activities or who seek to prepare for health-related careers in community based organizations such as business, industry, agencies, hospitals and voluntary and official health agencies, as well as for in-service teachers.

Applicants who do not possess an adequate background in health and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

All master's degree candidates in health promotion will be required to successfully complete the following health core requirements:

- HEAL 504 - Seminar in Health Promotion Theory and Literature
- HEAL 511 - Research and Evaluation Methods in Health Promotion
- HEAL 518 - Quantitative Methods in Health Promotion and Epidemiology
- HEAL 519 - Scientific and Philosophical Foundations of Health Promotion
- HEAL 520 - Designing and Administering Health Promotion Programs

All master's degree candidates will be required to choose one of four alternative courses of study below:

#### Option A

- Successful completion of the core requirements (15 credits)
- Individualized program of health (HEAL) electives by advisement. Non-health electives may be taken only with prior written consent of adviser (18 credits)
- Comprehensive Examination on core requirements

Total minimum credits (option A): (33 credits)

#### Option B

- Successful completion of the core requirements (15 credits)
- Individualized program of health (HEAL) electives by advisement. Non-health electives may be taken only with prior written consent of adviser (15 credits)
- Health Promotion Project (HEAL 501) (3 credits)
- Comprehensive Examination: oral defense of health promotion project

Total minimum credits (option B): (33 credits)

Option C

- Successful completion of the core requirements (15 credits)
- Individualized program of health (HEAL) electives by advisement. Non-health electives may be taken only with prior written consent of adviser (12 credits)
- Thesis in Health Promotion (HEAL 502) (6 credits)
- Comprehensive Examination: oral defense of thesis

Total minimum credits (option C): (33 credits)

Option D: Health Fitness Promotion Concentration

- Successful completion of the core requirements (15 credits)
- Concentration Courses
  - PHED 518 - Advances in Exercise Metabolism
  - PHED 519 - Advances in Exercise Prescription
  - PHED 544 - Applied Laboratory Techniques in Exercise Science
- Total of nine semester hours in any subject area chosen with the approval of the graduate faculty adviser. These may include HEAL 501 or HEAL 502 (9 credits)
- Comprehensive Examination
  - a. Examination on core requirements or
  - b. Oral defense of HEAL 501 or
  - c. Oral defense of HEAL 502

Total minimum credits (option D): (33 credits)

## **Instructional Technology (Non-Licensure), MEd**

### **Department: Secondary Education and Professional Programs**

This 30-credit program prepares leaders in teaching with current technology, both in PreK-12 schools and in adult professional settings. The program combines technical skills and knowledge with current teaching and learning theory and aims to develop understanding of the dynamic relationship between technology and the organization into which it is introduced.

Applicants must meet the criteria below in order to be admitted by the College of Graduate Studies and the College of Education and Allied Studies.

- Completed application for admission
- A minimum GPA of 2.8 based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- Official transcripts of all undergraduate and graduate course work
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL), or a composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.

Admission decisions to the Master of Education degree in instructional technology program are made on a deadline basis. Current admission deadlines are Feb. 1 for summer session admission, April 1 for fall semester admission and Oct. 1 for spring semester admission. For students with an undergraduate GPA less than 2.8, a low-GPA remedy is available.

Note: Students who have been admitted and completed the Graduate Certificate in Instructional Technology are permitted to transfer four courses or 12 credits into the Master of Education in Instructional Technology program with the permission of the graduate coordinator providing that the courses completed meet the course requirements for the Master of Education degree in instructional technology.

Students who have been admitted and completed the postbaccalaureate program are permitted to transfer five courses or 15 credits into the Master of Education in Instructional Technology program with the permission of the graduate coordinator, providing that the courses completed meet the course requirements for the Master of Education degree in instructional technology.

### **Requirements for completion of the Master of Education Degree in Instructional Technology Program**

Successful completion of the Master of Education degree in instructional technology requires that a candidate complete a 30-credit program of study and a research project, and pass a comprehensive examination based on the research project.

#### **Required Courses**

- INST 509 - Foundations of Instructional Technology
- INST 522 - Instructional Design
- INST 523 - Information Access and the Internet

- INST 524 - Technology Leadership
- INST 526 - Making Connections: Networking
- INST 529 - Assistive Technology
- INST 525 - Emergent Technology and Learning Environments or
- INST 552 - Multimedia for Educators
- EDMC 530 - The Teacher as Researcher
- INST 590 - Seminar in Instructional Technology: Research and Analysis
- INST 595 - Advanced Research Seminar

Total minimum credits: 30

## **PreK-12 Education (For Educators in Non-U.S. Settings), MEd**

Department: College of Graduate Studies

This program is designed for individuals who wish to earn a graduate degree in PreK-12 Education for Educators in Non-U.S. Settings. The program is for American citizens who hold undergraduate U.S. degrees and are teaching overseas.

### **Admission Requirements**

- Hold a bachelor's degree from an accredited college
- Have 2.8 grade point average
- Three letters of recommendation; at least two should be from professors and the third can be from a professional employer
- Submit a completed application with statement of intent
- Achieve a minimum GPA of 3.0 for the first two degree courses

Program Requirements:

Education Masters Core Courses

- EDMC 530 - The Teacher as Researcher
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDMC 532 - The Teacher as Leader: From Issues to Advocacy
- EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 - The Professional Teacher

Elective Courses

In collaboration with the non-U.S. setting site, Bridgewater State University will identify course work that meets the needs of the students. (15 credits)

Degree requirements include a minimum of 30 approved graduate credits and the successful completion of the comprehensive examination.

Total minimum credits: 30

## **Reading, MEd**

**Department: Elementary and Early Childhood Education**

The graduate reading program offers the degree of Master of Education with a specialty in reading and institutional endorsement for Massachusetts licensure as Reading Specialist (all levels). Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the advisory group to the National Council of Accreditation of Teacher Education (NCATE) Joint Task Force of the International Reading Association (IRA), Reading/Literacy Specialist. Candidates must complete all of the following course requirements and program requirements. As part of their program, students must satisfactorily complete the following curriculum:

### **Admission Requirements**

- A minimum undergraduate GPA of 2.8 based on four years of work or a 3.0 undergraduate GPA based on work completed in the junior and senior years
- A composite score of 900 (clear admit) or 600 (conditional admit) in the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011 or a comparable composite score in the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011.
- Possession of a Massachusetts State Department of Elementary and Secondary Education active teacher licensure (Initial or Professional)
  - a. Possession of a Massachusetts State Department of Elementary and Secondary Education active licensure as a Reading Specialist (Initial or Professional) or
  - b. A qualifying score on the Massachusetts Tests for Educator Licensure® (MTEL) Communication and Literacy Skills (01)

- A rating of “one” on three letters of recommendation (at least one from teaching supervisor and one who has knowledge of applicant’s aptitude for advanced scholarship)
- One year teaching experience in the area of licensure
- Foundational knowledge in computer technology (Microsoft Word and Office)
- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

- Successful completion of the Literacy Professional’s Library
- An oral presentation or exhibit pertaining to a topic in literacy
- A passing score on the written comprehensive examination
- Successful completion of two 200-hour practica
  - a) To be accepted for practicum experiences (READ 558 and READ 559), licensure as a reading specialist with the Massachusetts State Department of Elementary and Secondary Education or
  - b) A qualifying score on the MTEL® Reading Specialist (08)
- Successful completion of a Literacy Professional’s Portfolio
- Support for the work of professional literacy organizations
- READ 550 - Improving Literacy Instruction
- READ 551 - Case Studies in Literacy Acquisition and Development
- READ 552 - Literacy Assessment Principles and Techniques
- READ 553 - Issues in Literacy Education for Social Justice
- READ 554 - Research in Literacy Teaching and Learning
- READ 555 - Supervision and Administration of Literacy Programs
- READ 556 - Literacy Curriculum Development and Implementation
- READ 558 - Practicum Experience I for the Reading Specialist
- READ 559 - Practicum Experience II for the Reading Specialist
- READ 560 - Literacy Research Seminar

Total minimum credits: 30

## Special Education (Non-licensure), MEd

### Department: Special Education and Communication Disorders

This program is designed for students who wish to earn a master’s degree in special education. This program does not lead to licensure.

#### Admission Requirements

- Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits (six) that can be applied to their degree. Therefore, candidates are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit, consult the “Admission-Graduate” section of this catalog.
- All candidates must submit evidence that they have passed the Communication and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL) or have earned an acceptable score on the Graduate Record Examination as a criterion for admission
- Candidates must meet all College of Graduate Studies admission requirements and have a minimum undergraduate GPA of 2.8
- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

In consultation with an adviser, appropriate course work and activities must include the following:

Candidates must complete SPED 202 (or equivalent) with a minimum grade of “B”; SPED 211 (or equivalent) with a minimum grade of “B”; or SPED 510 (or equivalent) with a minimum grade of “B”.

#### Degree Requirements

- GRPP 501 - Graduate Program Planning

#### Required Education Course

- EDMC 530 - The Teacher as Researcher

#### Required Special Education Courses

- SPED 501 - Professional Practices in Special Education
- SPED 504 - Applied Curriculum Development for Learners with Special Needs: PreK-8 or
- SPED 505 - Applied Curriculum Development for Learners with Special Needs: 5-12
- SPED 522 - The Inclusion Classroom: Philosophy and Implementation
- SPED 530 - Assessment Procedures in Special Education
- SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 575 - Behavior Interventions in Special Education
- SPED 550 - Seminar in Special Education

- SPED 555 - Field Experience in Special Education (required for those without special education experience)

Elective(s) as determined with an adviser (9 credits)

Suggested electives include, but are not limited to, the following

- SPED 508 - Strategies for Diversity
- SPED 517 - Language Skills for Special Needs Learners
- SPED 518 - Reading Strategies in Special Education
- SPED 520 - Special Topics in Special Education

Total minimum credits: 34

Degree requirements include a minimum of 34 approved graduate credits and successful completion of either written or oral comprehensive examination.

## **Special Education, Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) (Partial Fulfillment of Professional Licensure), MEd**

**Department: Special Education and Communication Disorders**

This program is a degree program for partial fulfillment of Massachusetts Department of Elementary and Secondary Education professional licensure requirements.

### **Admission Requirements**

- Candidates must meet all College of Graduate Studies admission requirements and have a minimum undergraduate GPA of 2.8
- Candidates must submit evidence of Massachusetts Special Education Initial Teacher Licensure
- Official transcripts of all undergraduate and graduate course work

### **Program Requirements**

In consultation with an adviser, undertake appropriate course work and activities.

Note: Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits (six) that can be applied to their degree. Therefore, candidates are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit, consult the "Admission-Graduate" section of this catalog.

### **Degree Requirements**

- GRPP 501 - Graduate Program Planning

### **Professional Content Core (15 credits)**

Appropriate content-based course work as determined with an adviser; course work in reading and/or other areas within the arts and sciences. Suggested courses include, but are not limited to, the following:

- SPED 516 - Applied Collaborative Strategies
- SPED 520 - Special Topics in Special Education (when appropriate)
- SPED 551 - Autism Spectrum Disorders
- SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 563 - Ethical and Legal Issues in Special Education
- SPED 565 - Instructional Strategies for Students with Mathematics Learning Difficulties
- MATC 560 - Topics in Mathematics for Teachers (when appropriate)
- PHYS 597 - Special Topics in Elementary Science (when appropriate)
- READ 541 - Elementary School Literacy Instruction
- READ 546 - New Literacies for Internet Comprehension

### **Professional Discipline Core**

- EDMC 530 - The Teacher as Researcher
- SPED 550 - Seminar in Special Education
- SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 518 - Reading Strategies in Special Education

Elective(s) as determined with an adviser (3 credits)

Suggested electives include, but are not limited to, the following:

- SPED 517 - Language Skills for Special Needs Learners
- SPED 522 - The Inclusion Classroom: Philosophy and Implementation

Total minimum credits: 31

Degree requirements include a minimum of 31 approved graduate credits and the successful completion of the comprehensive examination.

## **Special Education, Teacher of Students with Moderate Disabilities (PreK-8 or 5-12), (Initial Licensure), MEd**

**Department: Special Education and Communication Disorders**

### **Admission Requirements**

- Candidates must meet all College of Graduate Studies requirements and have a minimum undergraduate GPA of 2.8
- Candidates must submit evidence that they have passed the Communication and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL)
- Official transcripts of all undergraduate and graduate course work

#### **Program Requirements**

In consultation with an adviser, undertake the appropriate course work and activities including the following.

- Candidates must complete SPED 202 (or equivalent) with a minimum grade of "B"; SPED 211 (or equivalent); with a minimum grade of "B"; or SPED 510 (or equivalent) with a minimum grade of "B"
- **PreK-8 Candidates** must, prior to the student teaching experience:
  - a. complete an appropriate psychology course (either PSYC 224 or PSYC 227 or equivalent) or ELED 120
  - b. have passed the General Curriculum MTEL®
  - c. complete SPED 509 (or equivalent) with a minimum grade of "B"
  - d. have passed the Foundations of Reading MTEL®
- **5-12 Candidates** must, prior to the student teaching experience:
  - a. complete an appropriate psychology course (PSYC 227 or equivalent) or ELED 120
  - b. have either passed a subject content MTEL® or the General Curriculum MTEL®
  - c. complete SPED 509 (or equivalent) with a minimum grade of "B"
  - d. have passed the Foundations of Reading MTEL®

#### **Degree Requirements**

- GRPP 501 - Graduate Program Planning

#### **Licensure Requirements**

- SPED 508 - Strategies for Diversity
- SPED 530 - Assessment Procedures in Special Education
- SPED 575 - Behavior Interventions in Special Education
- SPED 501 - Professional Practices in Special Education
- SPED 504 - Applied Curriculum Development for Learners with Special Needs: PreK-8
- or SPED 505 - Applied Curriculum Development for Learners with Special Needs: 5-12
- SPED 594 - Practicum: Moderate Disabilities (PreK-8) (6 or 12 credits)
- or SPED 595 - Practicum: Moderate Disabilities (5-12) (6 or 12 credits)

#### **Additional Degree Requirements**

- EDMC 530 - The Teacher as Researcher
- SPED 517 - Language Skills for Special Needs Learners
- SPED 518 - Reading Strategies in Special Education
- SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 550 - Seminar in Special Education

Total minimum credits: 37\*

Degree requirements include a minimum of 37 approved graduate credits and the successful completion of the comprehensive examination.

\* On a case-by-case basis an individual course may be waived to bring the minimum number of credits to 34.

## **Special Education, Teacher of Students with Moderate Disabilities (PreK-8) (Initial Licensure) for Elementary and Early Childhood Teachers, MEd**

### **Department: Special Education and Communication Disorders**

This program is intended for teachers who hold an elementary or early childhood education initial license and is designed to provide them with:

- An initial license as a teacher of students with moderate disabilities, PreK-8, and
- A Master of Education in Special Education, which fulfills the course work requirements for professional licensure in elementary or early childhood education

#### **Admission Requirements**

- Candidates must meet all College of Graduate Studies admission requirements
- Candidates must submit evidence of Massachusetts Elementary or Early Childhood Education Initial Teacher License
- Candidates must submit official transcripts of all undergraduate and graduate course work

#### **Program Requirements**

- Candidates must complete SPED 202 (or equivalent) with a minimum grade of "B"; SPED 211 (or equivalent) with a minimum grade of "B"; or SPED 510 (or equivalent) with a minimum grade of "B"
- Candidates must, prior to the student teaching experience, complete the appropriate course work listed below



#### Degree Requirement

- GRPP 501 - Graduate Program Planning

#### Licensure Requirements

- SPED 508 - Strategies for Diversity
- SPED 530 - Assessment Procedures in Special Education
- SPED 575 - Behavior Interventions in Special Education
- SPED 501 - Professional Practices in Special Education
- SPED 504 - Applied Curriculum Development for Learners with Special Needs: PreK-8
- SPED 594 - Practicum: Moderate Disabilities (PreK-8) (six credits)

#### Additional Degree Requirements

- EDMC 530 - The Teacher as Researcher
- SPED 517 - Language Skills for Special Needs Learners
- SPED 518 - Reading Strategies in Special Education
- SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 550 - Seminar in Special Education

Total minimum credits: 37\*

Degree requirements include a minimum of 37 approved graduate credits and the successful completion of the comprehensive examination.

\* On a case-by-case basis an individual course may be waived to bring the minimum number of credits to 34.

### **Special Education, Teacher of Students with Severe Disabilities (All Levels) (Initial Licensure), MEd**

**Department: Special Education and Communication Disorders**

#### **Admission Requirements**

- Candidates must meet all graduate admissions office requirements and have a minimum undergraduate GPA of 2.8
- Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Official transcripts of all undergraduate and graduate course work

#### **Program Requirements**

In consultation with an adviser, appropriate course work and activities must include the following:

- Candidates must complete SPED 202 or SPED 510 or an equivalent introductory class in special education
- Candidates must complete SPED 402 or SPED 509 (or equivalent) prior to enrollment in SPED 524
- Candidates must submit evidence that they have passed the General Curriculum MTEL® prior to the internship practicum experience

#### Degree Requirement

- GRPP 501 - Graduate Program Planning

#### License Requirements

- SPED 508 - Strategies for Diversity
- SPED 517 - Language Skills for Special Needs Learners
- SPED 530 - Assessment Procedures in Special Education
- SPED 575 - Behavior Interventions in Special Education
- SPED 524 - Curriculum Development for Learners with Severe Disabilities I
- SPED 525 - Curriculum Development for Learners with Severe Disabilities II
- SPED 593 - Practicum: Severe Disabilities (6 or 12 credits)

#### Additional Degree Requirements

- EDMC 530 - The Teacher as Researcher
- SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 550 - Seminar in Special Education

Total minimum credits: 34\*

Degree requirements include a minimum of 34 approved graduate credits and the successful completion of the comprehensive examination.

\* On a case-by-case basis, an individual course may be waived to bring the minimum number of credits to 31.

### **Special Education, Teacher of Students with Severe Disabilities (All Levels) (Partial Fulfillment of Professional Licensure), MEd**

**Department: Special Education and Communication Disorders**



This program is a degree program for partial fulfillment of Massachusetts Department of Elementary and Secondary Education professional licensure requirements.

#### **Admission Requirements**

- Candidates must meet all College of Graduate Studies admission requirements and have a minimum undergraduate GPA of 2.8
- Candidates must submit evidence of Massachusetts Special Education Initial Teacher Licensure
- Candidates must submit official transcripts of all undergraduate and graduate course work

#### **Program Requirements**

In consultation with an adviser, students undertake appropriate course work and activities.

Note: Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits (six) that can be applied to their degree. Therefore, candidates are urged to complete the application for graduate admission as soon as possible. For details regarding transfer credit, consult the "Admission-Graduate" section of this catalog.

#### **Degree Requirements**

- GRPP 501 - Graduate Program Planning

#### **Professional Content Core (15 credits)**

Appropriate content-based course work as determined with an adviser, course work in reading and/or other areas within the arts and sciences. Suggested courses include, but are not limited to, the following:

- SPED 516 - Applied Collaborative Strategies
- SPED 520 - Special Topics in Special Education (when appropriate)
- SPED 551 - Autism Spectrum Disorders
- SPED 563 - Ethical and Legal Issues in Special Education
- SPED 582 - Technology for Special Populations
- SPED 583 - Introduction to Applied Behavior Analysis

#### **Professional Discipline Core (12 credits)**

- EDMC 530 - The Teacher as Researcher
- SPED 518 - Reading Strategies in Special Education
- SPED 550 - Seminar in Special Education
- SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction

#### **Elective(s) as determined with an adviser (3 credits)**

Suggested electives include, but are not limited to, the following:

- SPED 517 - Language Skills for Special Needs Learners
- SPED 522 - The Inclusion Classroom: Philosophy and Implementation

Total minimum credits: 31

Degree requirements include a minimum of 31 approved graduate credits and the successful completion of the comprehensive examination.

## ▪ **MASTER OF PUBLIC ADMINISTRATION**

## Public Administration, Civic and Nonprofit Leadership and Administration Concentration, MPA

### Department: Political Science

The purpose of the civic and nonprofit leadership and administration concentration is to develop leadership and administrative skills in strengthening organizational capacity, fostering civic and democratic life, and building social capital through understanding of the historical, political, economic, social and technological aspects of civic and nonprofit organizations.

### Admission Requirements

Detailed information about admission is provided in the "Admission-Graduate" section of the catalog.

- A bachelor's degree from a four-year accredited college or university; if the degree has not yet been awarded at the time of application, the successful applicant must be nearing completion of the bachelor's degree
- A minimum undergraduate GPA of 2.75, an acceptable GRE score and an interview with the MPA program faculty. To receive a clear admit status, MPA applicants must have a composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011. To receive a conditional acceptance, MPA applicants must have a composite score of 700-899 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011 or a comparable composite score on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011.
- A résumé
- Three letters of recommendation should come from professors or practitioners familiar with the student's academic ability. Students failing to meet the standard graduate admission criteria may also be considered on a conditional basis of acceptance
- Official transcripts of all undergraduate and graduate course work

The MPA graduate coordinator may waive the GRE requirement for qualified political science majors in their senior year who meet the following criteria:

- graduation at the end of the term from BSU or another college or university that has an articulation agreement with the BSU Political Science Department;
- a cumulative GPA of 3.50 or higher and a GPA in the Political Science major of 3.50 or higher; and
- successful completion of POLI 279 - Introduction to Public Administration (or equivalent) with a grade of "B" or higher.

Students who are admitted to the MPA program on a conditional basis will work with the Writing Fellows Program until writing proficiency is demonstrated to the satisfaction of the graduate program coordinator. Students with a score of less than 450 on the quantitative portion of the GREs will successfully complete the quantitative skills module before enrolling in either POLI 521 (Public Finance) or POLI 510 (Introduction to Research Methods). With consent of instructor and graduate coordinator, students may take the quantitative skills module in the same term as POLI 521.

Contact the College of Graduate Admission to receive application materials.

### Orientation Program

All MPA students must attend a department sponsored orientation program before the first fall term they enroll in classes as a matriculated student.

### Grade Requirement

Students in the MPA program must maintain a 3.0 GPA. Students in the MPA program may not repeat courses that they have already completed, regardless of the grade they have earned for that course. Students who successfully graduate in the program may earn no more than one grade for a course that is less than a "B-" — that is, a "C" or better. Students who earn more than one grade lower than a "B-" will be subject to separation from the program.

### MPA Core Courses

Both precareer and in-career students must complete a 24-hour MPA core curriculum component of the degree program. These courses are:

- POLI 501 - Foundations of Public Administration
- POLI 510 - Introduction to Research in Public Administration
- POLI 511 - Program Evaluation and Policy Analysis
- POLI 521 - Public Finance
- POLI 531 - Public Personnel
- POLI 532 - Organizational Theory and Behavior for Public and Nonprofit Institutions
- POLI 541 - Legislative-Executive Relations
- or POLI 542 - Administrative Law and Regulation
- POLI 591 - Capstone Seminar in Public Administration

### Additional Concentration Requirements

- POLI 571 - Foundations of Civic and Nonprofit Theory and Administration
- POLI 572 - Nonprofit Resource Development and Management

### Electives

As part of the nine credits required in electives, each student must take three one-credit professional development modules (POLI 506 Public Administration Training Module). At least two of the three modules must address elements of information management, technology applications and policy.

The remaining six credits in electives must be selected from the courses listed below:

- POLI 502 - Research
- POLI 503 - Directed Study
- POLI 513 - Strategic Planning and Performance Measurement in Public Administration
- POLI 533 - Administrative Ethics
- POLI 534 - Public Service Leadership
- POLI 592 - Special Topics in Public Administration
- POLI 598 - Internship: Public Administration

Total minimum credits (in-career): 39

Internship

Students with a bachelor's degree and no professional work experience must complete a six-credit internship in addition to the requirements above.

Note(s):

Internship (POLI 598), directed study or research (POLI 503 and POLI 502), and special topics (POLI 592) in political science credits may be applied to the elective courses and other concentration requirements only if they are related to the student's concentration. This determination is made by the MPA coordinator.

Total minimum credits (precareer): 45

Exit Requirement

The MPA program offers some degree of flexibility for exit from this program. All students are required to fulfill an exit requirement, which in most cases will require passing a written comprehensive examination. This one-day examination allows program faculty to test students' mastery of fundamental principles and issues covered in the core curriculum. To sit for the examination, students must have completed at least 30 hours of the degree program, including all core courses except POLI 591 - Capstone Seminar in Public Administration, which may be taken in the same semester as the examination. Students will have two opportunities to pass the examination.

In appropriate circumstances, such as a student interested in pursuing further graduate work at the doctoral level, a master's thesis may be substituted for the comprehensive examination. Students approved for this option must complete the 39- to 45-credit program, depending on their program admission category. The master's thesis will carry an additional six hours of graduate credit. Credit for a public service internship is granted under this option if the student completes both an internship and a thesis plus 39 hours of course work for a total of 51 hours of credit. The thesis option is especially appropriate for students wishing to pursue a doctorate after completing the MPA, but is open to all students who meet the criteria established by the department. Departmental standards require the student to work closely with his/her adviser and to phase the work so that the project proposal is carefully designed and approved before the student advances to the next stage.

## **Public Administration, MPA**

### **Department: Political Science**

The MPA program accommodates the needs of both precareer students and in-career professionals by offering alternative program requirements that take into account the student's academic and professional background. Students with a bachelor's degree and no professional work experience are expected to complete a 45-credit-hour degree program (including six hours of professional internship). Students with some professional experience, but less than three years' full-time managerial experience are expected to complete a 42-credit-hour degree program (including an additional three-credit elective or a three-credit internship), while in-career professionals are expected to complete a 39-credit-hour program. Up to six hours of appropriate graduate course work taken elsewhere may be transferred into the degree program.

### **Admission Requirements**

Detailed information about admission is provided in the "Admission-Graduate" section of the catalog.

- A bachelor's degree from a four-year accredited college or university; if the degree has not yet been awarded at the time of application, the successful applicant must be nearing completion of the bachelor's degree
- A minimum undergraduate GPA of 2.75, an acceptable GRE score and an interview with the MPA program faculty. To receive a clear admit status, MPA applicants must have a composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011. To receive a conditional acceptance, MPA applicants must have a composite score of 700-899 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011 or a comparable composite score on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011.
- A résumé
- Three letters of recommendation should come from professors or practitioners familiar with the student's academic ability.
- Official transcripts of all undergraduate and graduate course work

The MPA graduate coordinator may waive the GRE requirement for qualified political science majors in their senior year who meet the following criteria:

- graduation at the end of the term from BSU or another college or university that has an articulation agreement with the BSU Political Science Department;
- a cumulative GPA of 3.50 or higher and a GPA in the Political Science major of 3.50 or higher; and
- successful completion of POLI 279 - Introduction to Public Administration (or equivalent) with a grade of "B" or higher.

Students failing to meet the standard graduate admission criteria may also be considered on a conditional basis of acceptance. Students who are admitted to the MPA program on a conditional basis will work with the Writing Fellows Program until writing proficiency is demonstrated to the satisfaction of the graduate program coordinator. Students with a score of less than 450 on the quantitative portion of the GREs will successfully complete the quantitative skills module before enrolling in either POLI 521 - Public Finance or POLI 510 - Introduction to Research in Public Administration. With consent of instructor and graduate coordinator, students may take the quantitative skills module in the same term as POLI 521.

Contact the Office of Graduate Admission to receive application materials.

### **Orientation Program**

All MPA students must attend a department sponsored orientation program before the first fall term they enroll in classes as a matriculated student.

### **Grade Requirement**

Students in the MPA program must maintain a 3.0 GPA. Students in the MPA program may not repeat courses which they have already completed, regardless of the grade they have earned for that course. Students who successfully graduate in the program may earn no more than one grade for a course that is less than a "B-" — that is, a "C" or better. Students who earn more than one grade lower than a "B-" will be subject to separation from the program.

### **MPA Core Courses**

Both precareer and in-career students must complete a 24-hour MPA core curriculum component of the degree program. These courses are:

- POLI 501 - Foundations of Public Administration
- POLI 510 - Introduction to Research in Public Administration
- POLI 511 - Program Evaluation and Policy Analysis
- POLI 521 - Public Finance
- POLI 531 - Public Personnel
- POLI 532 - Organizational Theory and Behavior for Public and Nonprofit Institutions
- POLI 541 - Legislative-Executive Relations
- or POLI 542 - Administrative Law and Regulation
- POLI 591 - Capstone Seminar in Public Administration

### **Electives**

As part of the 15 credits required in electives, each student must take three one-credit professional development modules (POLI 506). At least two of the three modules must address elements of information management, technology applications and policy.

The remaining 12 credits in electives must be selected, with adviser approval, from the 500-level Political Science (POLI) course offerings.

Total minimum credits (in-career): 39

### **Internship**

Students with a bachelor's degree and no professional work experience must complete a six-credit internship in addition to the requirements above.

### **Note(s):**

Internship (POLI 598), directed study or research (POLI 503 and POLI 502), and special topics (POLI 592) in political science credits may be applied to the elective courses and other concentration requirements only if they are related to the student's concentration. This determination is made by the MPA coordinator.

Total minimum credits (precareer): 45

### **Exit Requirement**

The MPA program offers some degree of flexibility for exit from this program. All students are required to fulfill an exit requirement, which in most cases will require passing a written comprehensive examination. This one-day examination allows program faculty to test students' mastery of fundamental principles and issues covered in the core curriculum. To sit for the examination, students must have completed at least 30 hours of the degree program, including all core courses except POLI 591 - Capstone Seminar in Public Administration, which may be taken in the same semester as the examination. Students will have two opportunities to pass the examination.

In appropriate circumstances, such as a student interested in pursuing further graduate work at the doctoral level, a master's thesis may be substituted for the comprehensive examination. Students approved for this option must complete the 39- to 45-credit program, depending on their program admission category. The master's thesis will carry an additional six hours of graduate credit. Credit for a public service internship is granted under this option if the student completes both an internship and a thesis plus 39 hours of course work for a total of 51 hours of credit. The thesis option is especially appropriate for students wishing to pursue a doctorate after completing the MPA, but is open to all students who meet the criteria established by the department. Departmental standards require the student to work closely with his/her

adviser and to phase the work so that the project proposal is carefully designed and approved before the student advances to the next stage.

## **Public Administration, Sustainable Community Development Concentration, MPA**

### **Department: Political Science**

The purpose of the sustainable community development concentration is to develop leadership and administrative skills in integrating sustainable economic development, environmental protection and social well-being at local, regional, national and international levels of governance.

### **Admission Requirements**

Detailed information about admission is provided in the "Admission-Graduate" section of the catalog.

- A bachelor's degree from a four-year accredited college or university; if the degree has not yet been awarded at the time of application, the successful applicant must be nearing completion of the bachelor's degree
- A minimum undergraduate GPA of 2.75, an acceptable GRE score and an interview with the MPA program faculty. To receive a clear admit status, MPA applicants must have a composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011. To receive a conditional acceptance, MPA applicants must have a composite score of 700-899 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011 or a comparable composite score on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011.
- A résumé
- Three letters of recommendation should come from professors or practitioners familiar with the student's academic ability. Students failing to meet the standard graduate admissions criteria may also be considered on a conditional basis of acceptance
- Official transcripts of all undergraduate and graduate course work

The MPA graduate coordinator may waive the GRE requirement for qualified political science majors in their senior year who meet the following criteria:

- graduation at the end of the term from BSU or another college or university that has an articulation agreement with the BSU Political Science Department;
- a cumulative GPA of 3.50 or higher and a GPA in the Political Science major of 3.50 or higher; and
- successful completion of POLI 279 - Introduction to Public Administration (or equivalent) with a grade of "B" or higher.

Students who are admitted to the MPA program on a conditional basis will work with the Writing Fellows Program until writing proficiency is demonstrated to the satisfaction of the graduate program coordinator. Students with a score of less than 450 on the quantitative portion of the GREs will successfully complete the quantitative skills module before enrolling in either POLI 521 (Public Finance) or POLI 510 (Introduction to Research Methods). With consent of instructor and graduate coordinator, students may take the quantitative skills module in the same term as POLI 521.

Contact the College of Graduate Studies to receive application materials.

### **Orientation Program**

All MPA students must attend a department sponsored orientation program before the first fall term they enroll in classes as a matriculated student.

### **Grade Requirement**

Students in the MPA program must maintain a 3.0 GPA. Students in the MPA program may not repeat courses which they have already completed, regardless of the grade they have earned for that course. Students who successfully graduate in the program may earn no more than one grade for a course that is less than a "B-" — that is, a "C" or better. Students who earn more than one grade lower than a "B-" will be subject to separation from the program.

### **MPA Core Courses**

Both precareer and in-career students must complete a 24-hour MPA core curriculum component of the degree program. These courses are:

- POLI 501 - Foundations of Public Administration
- POLI 510 - Introduction to Research in Public Administration
- POLI 511 - Program Evaluation and Policy Analysis
- POLI 521 - Public Finance
- POLI 531 - Public Personnel
- POLI 532 - Organizational Theory and Behavior for Public and Nonprofit Institutions
- POLI 541 - Legislative-Executive Relations
- or POLI 542 - Administrative Law and Regulation
- POLI 591 - Capstone Seminar in Public Administration

### **Additional Concentration Requirements**

- POLI 551 - Managing Economic and Community Development
- POLI 561 - Foundations of Sustainability and Sustainable Development

## Electives

As part of the nine credits required in electives, each student must take three one-credit professional development modules (POLI 506 Public Administration Module). At least two of the three modules must address elements of information management, technology applications and policy.

The remaining six credits in electives must be selected from the courses listed below:

- POLI 502 - Research
- POLI 503 - Directed Study
- POLI 513 - Strategic Planning and Performance Measurement in Public Administration
- POLI 533 - Administrative Ethics
- POLI 534 - Public Service Leadership
- POLI 552 - Municipal Organization and Management
- POLI 592 - Special Topics in Public Administration
- POLI 598 - Internship: Public Administration

Total minimum credits (in-career): 39

## Internship

Students with a bachelor's degree and no professional work experience must complete a six-credit internship in addition to the requirements above.

## Note(s):

Internship (POLI 598), directed study or research (POLI 503 and POLI 502), and special topics (POLI 592) in political science credits may be applied to the elective courses and other concentration requirements only if they are related to the student's concentration. This determination is made by the MPA coordinator.

Total minimum credits (precareer): 45

## Exit Requirement



The MPA program offers some degree of flexibility for exit from this program. All students are required to fulfill an exit requirement, which in most cases will require passing a written comprehensive examination. This one-day examination allows program faculty to test students' mastery of fundamental principles and issues covered in the core curriculum. To sit for the examination, students must have completed at least 30 hours of the degree program, including all core courses except POLI 591 - Capstone Seminar in Public Administration, which may be taken in the same semester as the examination. Students will have two opportunities to pass the examination.

In appropriate circumstances, such as a student interested in pursuing further graduate work at the doctoral level, a master's thesis may be substituted for the comprehensive examination. Students approved for this option must complete the 39- to 45-credit program, depending on their program admission category. The master's thesis will carry an additional six hours of graduate credit. Credit for a public service internship is granted under this option if the student completes both an internship and a thesis plus 39 hours of course work for a total of 51 hours of credit. The thesis option is especially appropriate for students wishing to pursue a doctorate after completing the MPA, but is open to all students who meet the criteria established by the department. Departmental standards require the student to work closely with his/her adviser and to phase the work so that the project proposal is carefully designed and approved before the student advances to the next stage.

## ■ MASTER OF SCIENCE

### Athletic Training, MS

#### Department: Movement Arts, Health Promotion and Leisure Studies

This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and prepares the athletic training student with the necessary academic and clinical experiences to sit for the National Athletic Trainer's Association Board of Certification Examination (BOC). The program includes courses in injury prevention, recognition, assessment and immediate care of athletic injuries; health care administration; and professional development and responsibility.

#### Admission Requirements

- A 3.0 overall GPA based on four years work for the undergraduate degree
- Three letters of recommendation; at least two from professors
- Completion of prerequisite courses in: introduction to athletic training (including taping, bracing and protective equipment), biomechanics/kinesiology, exercise science, a full year of human anatomy and physiology, an introductory psychology course and current Emergency Cardiac Care Certification (Certification in Advanced First Aid, Adult and Pediatric CPR, AED and use of barrier devices)

Admission into the ATEP is limited and competitive. Candidates must apply for acceptance in the College of Graduate Studies by Feb. 1. Candidates should contact the program director for application materials or download them from the ATEP website at [www.bridgew.edu/atep](http://www.bridgew.edu/atep).

#### Prerequisite Content Courses

- Anatomy and Physiology I
- Anatomy and Physiology II
- Introduction to Athletic Training
- Protective Techniques in Athletic Training (taping, bracing and protective equipment)
- Introductory Psychology
- Kinesiology/Biomechanics
- Exercise Physiology
- Current Emergency Cardiac Care Certification (Certification in Advanced First Aid, Adult and Pediatric CPR, AED and use of barrier devices)

#### Requirements

- ATTR 510 - Nutritional Concepts for Health Care Practitioners
- ATTR 511 - Research Methods in Physical Education or
- PHED 511 - Research Methods in Physical Education
- ATTR 540 - Management of Lower Extremity Conditions
- ATTR 541 - Management of Upper Extremity and Torso Conditions
- ATTR 542 - Therapeutic Exercise
- ATTR 543 - Pharmacology for the Physically Active
- ATTR 546 - Medical Conditions of the Physically Active
- ATTR 550 - Therapeutic Modalities
- ATTR 560 - Psychosocial Intervention and Patient Care
- ATTR 561 - Level I Clinical Experience in Athletic Training
- ATTR 562 - Level II Clinical Experience in Athletic Training
- ATTR 563 - Level III Clinical Experience in Athletic Training



- ATTR 564 - Level IV Clinical Experience in Athletic Training
- ATTR 565 - Level V Clinical Experience in Athletic Training
- ATTR 590 - Administration in Athletic Training

#### Culminating Experience

All master's students will be required to show evidence of a culminating experience by passing the comprehensive examination, or the Board of Certification (BOC) national examination, or completing an oral defense of a thesis (ATTR 502 - Research) or project (ATTR 501 - Athletic Training Project) under the guidance of an adviser.

Total minimum credits: 42

## Computer Science, MS

### Department: Computer Science

**The Master of Science in Computer Science is intended to meet the growing need for high-level computer professionals by**

- strengthening the preparation of individuals working in computer-related fields;
- training professionals in other areas who wish to apply computer science to their respective fields or who desire to retrain for entry into a computer science career;
- providing the necessary general and theoretical background for those individuals who wish to continue graduate study in computer science beyond the master's degree.

The program consists of 30 credits and may be completed entirely on a part-time basis (courses are offered in the late afternoon or evening).

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of course work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

The Master of Science in Computer Science program seeks to attract individuals from various backgrounds who are highly motivated and prepared to meet the challenges of a rigorous advanced degree curriculum. In addition to a bachelor's degree, applicants should be familiar with the organization of computers and have competencies in:

- a high-level programming language such as C, C++, or Java;
- discrete and continuous mathematics;
- data structures and algorithms.

Demonstrated competencies within these areas can be achieved through professional experience, undergraduate study or transitional graduate course work. Students who do not already have a computer science degree should contact the program coordinator to determine their level of preparedness.

#### Program Requirements

- COMP 520 - Operating Systems Principles
- COMP 545 - Analysis of Algorithms
- COMP 590 - Computer Architecture
- COMP 594 - Computer Networks

Candidates must successfully complete five courses from among the following (15 credits)

- COMP 510 - Topics in Programming Languages
- COMP 525 - Design and Construction of Compilers
- COMP 530 - Software Engineering
- COMP 540 - Automata, Computability and Formal Languages
- COMP 536 - Graphics
- COMP 550 - Topics in Discrete Mathematics
- COMP 560 - Artificial Intelligence
- COMP 562 - Expert Systems
- COMP 565 - Logic Programming
- COMP 570 - Robotics
- COMP 575 - Natural Language Processing
- COMP 580 - Database Systems
- COMP 582 - Distributed Database Systems
- COMP 594 - Computer Networks

- COMP 596 - Topics in Computer Science \*
- COMP 599 - Computer Science Seminar

Note(s):

\* Topics in Computer Science (COMP 596) has recently addressed issues such as wireless networking, web information retrieval, 2D game design, and computer security/cryptography.

Capstone Requirement (3 credits)

At the conclusion of the program, candidates complete a three-credit capstone project, COMP 502 - Research, that allows them to pursue an area of interest in depth.

Total minimum credits: 30

## **Criminal Justice, Administration of Justice Concentration, MS**

### **Department: Criminal Justice**

The Administration of Justice concentration focuses on the structure of criminal justice agencies and their jurisdictional authority on the local, state and federal levels. It also examines issues relevant to administrators of criminal justice agencies, including organization and planning, leadership, conflict management, and problem solving.

### **Admission Requirements**

- A minimum undergraduate GPA of 3.0 based upon four years of course work
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011 or a comparable composite score on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

For more information, contact the program coordinator.

### **Core Courses**

- CRJU 500 - Foundations of Scholarship
- CRJU 504 - Seminar: Crime, Justice and Society
- CRJU 505 - Applications of Crime Theory
- CRJU 510 - Research Methods in Criminal Justice
- CRJU 511 - Analyzing Criminal Justice Data
- CRJU 512 - Ethics and Policy in Criminal Justice

### **Concentration Courses**

- CRJU 515 - Criminal Justice Administration
- POLI 501 - Foundations of Public Administration
- POLI 505 - Public Management

### **Exit Requirement**

#### **Thesis Option**

- CRJU 502 - Research (6 credits)

#### **Non-Thesis Option**

- A Comprehensive Examination (The comprehensive examination should be attempted in the last semester of the student's program.)
- CRJU 542 - Research Seminar in Corrections or  
CRJU 597 - Research Seminar in Criminal Justice (3 credits)
- Plus one of the following courses (3 credits)
- CRJU 501 - Structure and Process of the Criminal Justice System  
(strongly recommended for students who do not hold a bachelor's degree in criminal justice)
- CRJU 502 - Research
- CRJU 503 - Directed Study
- CRJU 515 - Criminal Justice Administration
- CRJU 517 - Studies in Crime Prevention: Understanding What Works
- CRJU 518 - Hate Crimes and Hate Groups
- CRJU 520 - Violence, Crime and Society
- CRJU 521 - Domestic Violence
- CRJU 522 - Women and Criminal Justice
- CRJU 525 - Comparative Crime and Justice
- CRJU 527 - Policing in a Democratic Society
- CRJU 530 - Introduction to Police Culture: An Intensive Review

- CRJU 540 - Corrections, Crime and Society
- CRJU 541 - Community-Based Corrections
- CRJU 542 - Research Seminar in Corrections
- CRJU 546 - Class, Race, Gender and Crime
- CRJU 550 - Juvenile Justice and Society
- CRJU 551 - Law and Society
- CRJU 555 - Information Technology for Criminal Justice
- CRJU 557 - Advanced Research Methods in Criminal Justice
- CRJU 597 - Research Seminar in Criminal Justice (rotating topics)
- CRJU 598 - Internship in Criminal Justice
- SOCI 514 - Theories of Social Deviance

Total minimum credits: 33

## **Criminal Justice, Crime and Corrections Concentration, MS**

### **Department: Criminal Justice**

The Crime and Corrections concentration focuses on theoretical frameworks concerning criminal behavior, crime patterns and other attributes, and methods used to control and prevent crime and to punish the offender.

### **Admission Requirements**

- A minimum undergraduate GPA of 3.0 based upon four years of course work
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011 or a comparable composite score on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

For more information, contact the program coordinator.

### **Program Requirements**

#### **Core Courses**

- CRJU 500 - Foundations of Scholarship
- CRJU 504 - Seminar: Crime, Justice and Society
- CRJU 505 - Applications of Crime Theory
- CRJU 510 - Research Methods in Criminal Justice
- CRJU 511 - Analyzing Criminal Justice Data
- CRJU 512 - Ethics and Policy in Criminal Justice

#### **Concentration Courses**

- CRJU 540 - Corrections, Crime and Society
- CRJU 541 - Community-Based Corrections
- CRJU 542 - Research Seminar in Corrections

#### **Exit Requirement**

#### **Thesis Option**

- CRJU 502 - Research (6 credits)

#### **Non-Thesis Option**

- A Comprehensive Examination (The comprehensive examination should be attempted in the last semester of the student's program.)
- CRJU 542 - Research Seminar in Corrections or  
CRJU 597 - Research Seminar in Criminal Justice (3 credits)
- Plus one of the following courses (3 credits)
- CRJU 501 - Structure and Process of the Criminal Justice System (strongly recommended for students who do not hold a bachelor's degree in criminal justice)
- CRJU 502 - Research
- CRJU 503 - Directed Study
- SOCI 514 - Theories of Social Deviance
- CRJU 515 - Criminal Justice Administration
- CRJU 517 - Studies in Crime Prevention: Understanding What Works
- CRJU 518 - Hate Crimes and Hate Groups
- CRJU 520 - Violence, Crime and Society
- CRJU 521 - Domestic Violence

- CRJU 522 - Women and Criminal Justice
- CRJU 525 - Comparative Crime and Justice
- CRJU 527 - Policing in a Democratic Society
- CRJU 530 - Introduction to Police Culture: An Intensive Review
- CRJU 546 - Class, Race, Gender and Crime
- CRJU 550 - Juvenile Justice and Society
- CRJU 551 - Law and Society
- CRJU 555 - Information Technology for Criminal Justice
- CRJU 557 - Advanced Research Methods in Criminal Justice
- CRJU 597 - Research Seminar in Criminal Justice (rotating topics)
- CRJU 598 - Internship in Criminal Justice
- CRJU 599 - Special Topics in Criminal Justice

Total minimum credits: 33

## **Criminal Justice, MS**

### **Department: Criminal Justice**

The Master of Science in Criminal Justice provides students with the knowledge and skills necessary to successfully compete in a variety of professional positions in criminal justice or in closely related fields and prepares students for doctoral programs as well.

### **Admission Requirements**

- A minimum undergraduate GPA of 3.0 based upon four years of course work
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011 or a comparable composite score on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

For more information, contact the program coordinator.

### **Core Courses**

- CRJU 500 - Foundations of Scholarship
- CRJU 504 - Seminar: Crime, Justice and Society
- CRJU 505 - Applications of Crime Theory
- CRJU 510 - Research Methods in Criminal Justice
- CRJU 511 - Analyzing Criminal Justice Data
- CRJU 512 - Ethics and Policy in Criminal Justice

### **Additional Course Requirements**

Complete 15 credits from the courses listed below

Note(s):

Within the 15 required credits of additional courses, CRJU 502 - Research (six-credit thesis option); or CRJU 542 - Research Seminar in Corrections or CRJU 597 - Research Seminar in Criminal Justice (non-thesis option) must be taken to meet part of the exit requirement outlined below.

- CRJU 501 - Structure and Process of the Criminal Justice System (strongly recommended for students who do not hold a bachelor's degree in criminal justice)
- CRJU 502 - Research (also counts toward the selected exit requirement below)
- CRJU 503 - Directed Study
- CRJU 515 - Criminal Justice Administration
- CRJU 517 - Studies in Crime Prevention: Understanding What Works
- CRJU 518 - Hate Crimes and Hate Groups
- CRJU 520 - Violence, Crime and Society
- CRJU 521 - Domestic Violence
- CRJU 522 - Women and Criminal Justice
- CRJU 525 - Comparative Crime and Justice
- CRJU 527 - Policing in a Democratic Society
- CRJU 530 - Introduction to Police Culture: An Intensive Review
- CRJU 540 - Corrections, Crime and Society
- CRJU 541 - Community-Based Corrections
- CRJU 542 - Research Seminar in Corrections (also counts toward the selected exit requirement below)
- CRJU 546 - Class, Race, Gender and Crime
- CRJU 550 - Juvenile Justice and Society

- CRJU 551 - Law and Society
- CRJU 555 - Information Technology for Criminal Justice
- CRJU 557 - Advanced Research Methods in Criminal Justice
- CRJU 597 - Research Seminar in Criminal Justice (rotating topics) (also counts toward the selected exit requirement below)
- CRJU 598 - Internship in Criminal Justice
- CRJU 599 - Special Topics in Criminal Justice
- SOCI 514 - Theories of Social Deviance

#### Exit Requirement

##### Thesis Option

- CRJU 502 - Research (6 credits)

##### Non-Thesis Option

- A comprehensive Examination (The comprehensive examination should be attempted in the last semester of the student's program.)
- CRJU 542 - Research Seminar in Corrections or  
CRJU 597 - Research Seminar in Criminal Justice

#### Other Courses

With the approval of the graduate coordinator, students may take up to two of these courses or other approved graduate courses

- POLI 501 - Foundations of Public Administration
- POLI 505 - Public Management
- POLI 511 - Program Evaluation and Policy Analysis

Total minimum credits: 33

## Physical Education, Adapted Physical Education and Sport Concentration, MS

### Department: Movement Arts, Health Promotion and Leisure Studies

This program is designed for individuals with an undergraduate major in physical education, or its equivalent, who wish to pursue new career directions related to the field in community-based organizations, such as business, industry, agencies, hospitals and educational settings or who wish to enhance their undergraduate preparation through advanced study.

Applicants who do not possess an adequate background in physical education and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

The graduate program of study involves a minimum of 30 graduate credits.

#### Culminating Experience

All students must take the comprehensive examination, or complete an oral defense of a thesis (PHED 502 - Research) or an oral defense of a project (PHED 501 - Physical Education Project) under the guidance of an adviser.

#### Required Courses

- PHED 484 - Physical Education for Children and Youth with Disabilities
- PHED 508 - Motor Learning
- PHED 511 - Research Methods in Physical Education
- PHED 530 - The Motor Domain: Implications for Chronic Disabilities
- PHED 531 - Motor Performance Adaptations for Moderate and Severe Disabilities
- PHED 595 - Internship in Physical Education (3 credits)
- SPED 551 - Autism Spectrum Disorders
- SPED 561 - Advanced Strategies in Behavior Management
- SPED 575 - Behavior Interventions in Special Education
- SPED 582 - Technology for Special Populations

Total minimum credits: 30

## Physical Education, Applied Kinesiology Concentration, MS

### Department: Movement Arts, Health Promotion and Leisure Studies

This program is designed for individuals with an undergraduate major in physical education, or its equivalent, who wish to pursue new career directions in educational settings, including obtaining professional stage licensure, or who wish to enhance their undergraduate preparation through advanced study.

Applicants who do not possess an adequate background in physical education and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

The graduate program of study involves a minimum of 30 graduate credits.

#### Culminating Experience

All students must take the comprehensive examination, or complete an oral defense of a thesis (PHED 502 - Research) or an oral defense of a project (PHED 501 - Physical Education Project) under the guidance of an adviser.

#### Required Courses

- PHED 511 - Research Methods in Physical Education
- PHED 517 - Experimental Processes in Physical Education

Choice of four of the following five courses (12 credits)

- PHED 506 - Philosophy and Principles of Physical Education
- PHED 508 - Motor Learning
- PHED 545 - Physical Conditioning and Training in Sports and Exercise
- PHED 546 - Applied Biomechanics and Movement Analysis
- PHED 571 - Social Issues in Sport

Electives

Four courses as electives (12 credits) or

Two-three courses (6-9 credits) and a project or thesis (3-6 credits)

Total minimum credits: 30

## **Physical Education, Human Performance and Health Fitness Concentration, MS**

### **Department: Movement Arts, Health Promotion and Leisure Studies**

This program is designed for individuals with an undergraduate major in physical education, or its equivalent, who wish to pursue new career directions related to the field in community-based organizations, such as business, industry, agencies, hospitals and educational settings or who wish to enhance their undergraduate preparation through advanced study.

Applicants who do not possess an adequate background in physical education and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

### **Admission Requirements**

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

### **Program Requirements**

The graduate program of study involves a minimum of 30 graduate credits.

### **Culminating Experience**

All students must take the comprehensive examination, or complete an oral defense of a thesis (PHED 502 - Research) or an oral defense of a project (PHED 501 - Physical Education Project) under the guidance of an adviser.

### **Required Courses**

- PHED 511 - Research Methods in Physical Education
- PHED 515 - Advances in Exercise Circulation
- PHED 517 - Experimental Processes in Physical Education
- PHED 518 - Advances in Exercise Metabolism
- PHED 519 - Advances in Exercise Prescription
- PHED 544 - Applied Laboratory Techniques in Exercise Science
- PHED 595 - Internship in Physical Education

Electives

Specific course selection will be made by the adviser and student based upon the student's professional background and program objectives. The following courses would be appropriate

- HEAL 471 - Nutrition
- HEAL 483 - Nutrition and Cardiovascular Health
- HEAL 518 - Quantitative Methods in Health Promotion and Epidemiology
- \* PHED 400 - Physiology and Techniques of Strength Fitness
- PHED 402 - Exercise Metabolism
- \* PHED 403 - Cardiovascular Analysis, Evaluation, and Rehabilitation
- PHED 404 - Exercise Prescription
- PHED 405 - Exercise Circulation: Mechanisms and Morphology
- PHED 502 - Research
- PHED 503 - Directed Study
- PHED 504 - Nutrition for Sports, Exercise and Weight Control
- PHED 516 - Exercise Electrocardiography
- PHED 520 - Health Fitness Program Planning and Management



- PHED 545 - Physical Conditioning and Training in Sports and Exercise
- PHED 547 - Biomechanics of Resistance Training
- PHED 555 - Strength and Conditioning Practicum
- PHED 588 - Competitive Weight Lifting

Note(s):

\* Recommended based on student's program. Both may be taken.

Total minimum credits: 30

## Physical Education, Individualized Concentration, MS

### Department: Movement Arts, Health Promotion and Leisure Studies

This program is designed for individuals with an undergraduate major in physical education, or its equivalent, who wish to pursue new career directions related to the field in community-based organizations, such as business, industry, agencies, hospitals and educational settings or who wish to enhance their undergraduate preparation through advanced study.

Applicants who do not possess an adequate background in physical education and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

Development of a program of study, in consultation with the program adviser, to meet individual career and educational goals. The program must include a minimum of 15 credits in physical education.

- PHED 511 - Research Methods in Physical Education  
Plus 27 additional graduate credits

#### Culminating Experience

All students must take the comprehensive examination, or complete an oral defense of a thesis (PHED 502 - Research) or an oral defense of a project (PHED 501 - Physical Education Project) under the guidance of an adviser.

Total minimum credits: 30

## Physical Education, Strength and Conditioning Concentration, MS

### Department: Movement Arts, Health Promotion and Leisure Studies

This program is designed for individuals with an undergraduate major in physical education, or its equivalent, who wish to pursue new career directions related to the field in community-based organizations, such as business, industry, agencies, hospitals and educational settings or who wish to enhance their undergraduate preparation through advanced study.

Applicants who do not possess an adequate background in physical education and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year
- A composite score of 290 or greater on the quantitative and verbal parts of the GRE General Test if taken on or after August 1, 2011 or a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test if taken before August 1, 2011.
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

The graduate program of study involves a minimum of 30 graduate credits.

#### Culminating Experience

All students must take the comprehensive examination, or complete an oral defense of a thesis (PHED 502 - Research) or an oral defense of a project (PHED 501 - Physical Education Project) under the guidance of an adviser.

#### Required Courses

- PHED 400 - Physiology and Techniques of Strength Fitness
- PHED 504 - Nutrition for Sports, Exercise and Weight Control

- PHED 511 - Research Methods in Physical Education
- PHED 523 - Strength and Conditioning Laboratory
- PHED 543 - Foundations of Resistance Training
- PHED 545 - Physical Conditioning and Training in Sports and Exercise
- PHED 595 - Internship in Physical Education

#### Electives

Three courses or a combination of courses, directed studies or thesis (9 credits)

#### Suggested Electives

- PHED 402 - Exercise Metabolism
- PHED 403 - Cardiovascular Analysis, Evaluation, and Rehabilitation
- PHED 404 - Exercise Prescription
- PHED 405 - Exercise Circulation: Mechanisms and Morphology
- PHED 406 - Personal Fitness Training
- PHED 502 - Research
- PHED 503 - Directed Study
- PHED 506 - Philosophy and Principles of Physical Education
- PHED 508 - Motor Learning
- PHED 516 - Exercise Electrocardiography
- PHED 520 - Health Fitness Program Planning and Management
- PHED 546 - Applied Biomechanics and Movement Analysis
- PHED 547 - Biomechanics of Resistance Training
- PHED 555 - Strength and Conditioning Practicum
- PHED 588 - Competitive Weight Lifting
- HEAL 471 - Nutrition
- HEAL 483 - Nutrition and Cardiovascular Health
- HEAL 518 - Quantitative Methods in Health Promotion and Epidemiology

Total minimum credits: 30

## ■ MASTER OF SCIENCE IN ACCOUNTANCY

### Accountancy, MSA

Department: Accounting and Finance

#### Admission Requirements

- A bachelor's degree from a four-year accredited college or university; if the degree has not yet been awarded at the time of application, the successful applicant must be nearing completion of the bachelor's degree
- Official transcripts of all undergraduate and graduate course work
- Three letters of recommendation, at least one each from academic and professional references, submitted on graduate-school reference forms
- A resume which demonstrates the applicant's potential for leadership and academic achievements as evidenced by activities during his or her professional career or undergraduate business studies
- Official copy of scores from the Graduate Management Admissions Test (GMAT) taken within the last five years, indicating an acceptable score

NOTE: Applicants to the MSA degree program who meet certain provisions will be considered for admission without submitting a GMAT score. If, upon review, the applicant is considered admissible without a GMAT score, that requirement will be waived. The following provisions qualify an applicant to be considered for the GMAT waiver:

- An advanced degree (e.g. master's, doctorate, JD, etc.) in a specialized business field, economics, law or related field, or in a discipline involving a significant quantitative component (e.g. engineering, science, statistics)
- CPA, CMA, CFA or CFM certification.

The College of Business reserves the right to request a GMAT score from an applicant even if these conditions are met.

Applicants for whom English is a second language will be required to submit an official copy of results from the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System), unless they have at least two years of experience in an American college or university. Students taking the TOEFL must receive a total score of 213 from a computer-based test, 550 from a paper-based test or 79-80 on the internet-based test. Students taking the IELTS must receive a total score of 6/6.5.

#### Course Work

The MSA requires students to complete courses in three different categories. Depending on the student's undergraduate courses, the requirements for the degree range from 30 to 54 credit hours.

- Foundation Courses. These eight, 3-credit undergraduate and graduate-level courses cover the basic content of accounting, economics, business law, management, marketing and statistics. These courses may be awarded advanced standing for students who have satisfactorily completed comparable undergraduate courses previously. The Graduate Program Coordinator will determine eligibility for exemption.
- Functional Courses. These eight, 3-credit courses provide an advanced perspective on the various areas of accounting.
- Electives. These two, 3-credit courses allow a student to either study a particular topic in depth, or to gain breadth across the accounting field.

Foundation Courses (Advanced standing available)

- ACFI 200 - Financial Accounting
- ACFI 305 - Business Law I
- ACFI 340 - Intermediate Accounting I
- ACFI 341 - Intermediate Accounting II
- ACFI 501 - Foundations of Corporate Finance
- ECON 500 - Foundations of Economics
- ECON 501 - Foundations of Business Statistics
- MGMT 509 - Foundations of Management

Function Courses (Required)

- ACFI 530 - Cost Accounting
- ACFI 545 - Auditing or
- ACFI 546 - Internal Audit and Control
- ACFI 560 - Advanced Accounting
- ACFI 566 - Federal Income Taxation I
- ACFI 570 - Financial Information Systems Control
- ACFI 592 - Advanced Financial Reporting
- ACFI 593 - Financial Statement Analysis
- ACFI 595 - Accounting Seminar (Capstone)

Elective Courses (Required - 6 credits)

Select two of the following

- ACFI 506 - Business Law II
- ACFI 546 - Internal Audit and Control (may be selected as an *elective*, providing it was not selected to fulfill a core requirement)
- ACFI 567 - Corporate Taxation
- ACFI 580 - Special Topics in Accounting

Total minimum credits: 30

## ■ MASTER OF SOCIAL WORK

### Social Work, MSW

**Department: School of Social Work**

#### The Curriculum

In order to prepare graduates to work successfully with a variety of client systems often presenting multiple, complex problems, the MSW program provides a resilience theory and strengths-based approach for intergenerational practice that incorporates content on the profession's history, purpose and philosophy and a specific body of knowledge, values and skills. The curriculum emphasizes critical and creative thinking that enables alumni to initiate, adapt and evaluate interactions for the demographic and cultural groups in our region.

#### The Foundation Year

Includes 30 credits with content on social work values and ethics, diversity and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research and a field practicum. First-year students will take the following courses:

- SCWK 500 - Policy I: Social Welfare Policy
- SCWK 502 - Dynamics of Diversity and Oppression
- SCWK 508 - Policy II: Policy Advocacy, Development and Analysis
- SCWK 510 - Human Behavior in the Social Environment I
- SCWK 511 - Human Behavior in the Social Environment II
- SCWK 530 - Social Work Practice I
- SCWK 531 - Social Work Practice II: Groups and Community-Based Practice
- SCWK 540 - Introductory Social Research
- SCWK 590 - Field Practice and Seminar I
- SCWK 591 - Field Practice and Seminar II

#### The Advanced Year

With 32 credits, the advanced year broadens and deepens the foundation content while offering students choices among modules or quarter courses that introduce the skills needed to work with particularly vulnerable populations. In some instances, quarter courses may be combined with semester-long courses. Students may also use these electives to take graduate courses outside the School of Social Work, such as those in the Master of Public Administration, Master of Science in Management, Master of Education in Health Promotion or other approved master's degree.

The advanced year also offers an integrated seminar that will require students to draw on their foundation course work in human behavior in the social environment, research, policy and practice. Second-year students will take the following courses:

- SCWK 512 - Human Behavior in the Social Environment III: DSM-IV-TR
- SCWK 541 - Research: Evaluating Practice
- SCWK 550 - Social Work Practice III: Intergenerational Strengths-Based Practice with Families
- SCWK 551 - Social Work Practice IV: Intergenerational Strengths-Based Practice with Individuals
- SCWK 572 - Social Policy III: Mental and Physical Health Care Policy
- SCWK 592 - Field Practice III
- SCWK 593 - Field Practice IV

#### Electives (9 credits)

Nine additional credits in elective courses including SCWK 580 Special Topics or an equivalent course in another department.

Total minimum credits: 62

#### Admission Requirements

The admissions process involves the following components

- A completed application to the MSW program, available through the College of Graduate Studies. Applications are due on Jan. 10.
- An updated résumé
- Official transcripts of all undergraduate and graduate course work
- A personal statement about interest in master's-level social work practice
- Three letters of reference, ideally from supervisors, faculty members and others able to attest to the applicant's readiness to undertake graduate education in social work
- Standardized test scores such as the GREs and the GMAT are not required, but students are welcome to submit such scores
- Minimum undergraduate GPA of 3.0

The admission committee's decision will be based on the applicant's demonstrated academic ability, interpersonal skills and self-awareness – indicators of the likelihood that the applicant can successfully complete the program. In addition, evidence of a commitment to the social work profession and to the mission of the Bridgewater State University MSW program, and of the likely contribution the applicant

might make to the citizens of Southeastern Massachusetts will be assessed. Social work requires the ability to withstand difficult emotional challenges, to work with people whose cultural backgrounds and/or personal values differ from one's own, and to practice in a demanding and changing political and fiscal environment. Special attributes such as linguistic ability compatible with those in the region, a demonstrated commitment working with underserved populations, and particular skills such as those in research and policy implementation will be considered.

#### **Part-time Program**

Students electing to complete the MSW degree on a part-time basis must do so in four years, beginning in the fall semester. Designed for students who work during the day, the program offers classes in the late afternoon, evening and on weekends.

#### **Advanced Standing**

Student seeking to enter the program in the second year with full advanced standing must meet all of the requirements listed below. In addition they must have earned a BSW or BA/BS in social work degree from a CSWE-accredited program within the last six years.

Students who completed their BSW degrees more than six years ago will be evaluated individually to determine their preparedness for year II. Applicants who wish to transfer into the MSW program after completing year I elsewhere will also be considered for advanced standing.

Advanced standing students complete a 35 credit program which includes the following required courses:

- SCWK 502 - Dynamics of Diversity and Oppression
- SCWK 512 - Human Behavior in the Social Environment III: DSM-IV-TR
- SCWK 531 - Social Work Practice II: Groups and Community-Based Practice
- SCWK 541 - Research: Evaluating Practice
- SCWK 550 - Social Work Practice III: Intergenerational Strengths-Based Practice with Families
- SCWK 551 - Social Work Practice IV: Intergenerational Strengths-Based Practice with Individuals
- SCWK 572 - Social Policy III: Mental and Physical Health Care Policy
- SCWK 592 - Field Practice III
- SCWK 593 - Field Practice IV

#### **Electives (6 credits)**

Six additional credits in elective courses including SCWK 580 Special Topics or an equivalent course in another department which must be preapproved by the student's adviser and program coordinator.

Total minimum credits: 35

## **Postmaster's Licensure Programs**

### **Counseling, School Counseling (PreK-8, 5-12), Postmaster's Licensure**

#### **Department: Counselor Education**

The Postmaster's Licensure program is designed for individuals who seek initial licensure as a school counselor, and who possess an applied master's degree in counseling or a related field (e.g., social work, clinical psychology), which has included a formal, supervised internship experience. Each student plans their program of study with a faculty adviser in accordance with the current BSU requirements for licensure as a school counselor, which are aligned with licensure requirements established by the Massachusetts Department of Elementary and Secondary Education. The program will complement previous master's level course work, and will include all appropriate field experiences.

#### **Admission Requirements for Postmaster's Licensure in School Counseling**

- A master's degree in counseling or related field (i.e., social work or clinical psychology), which included an applied counseling internship with formal supervision
- A minimum cumulative GPA of 3.5 from their master's degree\*
- GRE combined score of 1000 or higher (if requested by the Department of Counselor Education)
- Demonstration of successful experience in a counseling capacity
- Three letters of recommendation from professionals or educators outside of the BSU Department of Counselor Education, at least one of which should be from a supervisor who has knowledge of the applicant's counseling activities
- A completed Counselor Education admissions application, including a 500-word personal statement related to the student's intended counseling program option
- Official transcripts of all undergraduate and graduate course work completed
- Passing qualifying scores on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL)

#### **Applicant Screening Process**

Students who meet all admission requirements as outlined above will be invited to an admission interview.

\*Candidates who meet the following criteria will receive a conditional invitation to an admission interview:

- A 3.0-3.4 cumulative graduate GPA
- A composite GRE score that exceeds 1000

## Admission Interviews

All applicants with a completed application package and who meet the admissions requirements outlined above will be required to participate in the on-campus Admissions Day interview process. The Admissions Day is an opportunity for faculty to assess the applicant's potential for employment as a professional counselor. Admission Day is held on the third Friday of March and third Friday of November each year.

Postmaster's Licensure in School Counseling (PreK-8) Program

Grade Requirement

Please see Graduate Academic Policies in the BSU catalog and the College of Graduate Studies Handbook ([www.bridgew.edu/Handbook/GradSchool.cfmFieldwork](http://www.bridgew.edu/Handbook/GradSchool.cfmFieldwork)).

General Counseling Core Courses

- CNSC 528 - Counseling Theories and Techniques for School Counselors
- CNGC 500 - Research and Evaluation
- CNGC 529 - Multicultural Counseling
- CNGC 538 - Group I: Theory and Process of Group Interaction
- CNGC 539 - Introduction to Career Counseling

School Counseling Core Courses

- CNSC 515 - Ethical and Legal Issues for the School Counselor
- CNSC 516 - Foundations in School Counseling
- CNSC 523 - The School Counselor: Psychological Development and Clinical Issues
- CNSC 524 - Applied School Counseling
- CNSC 526 - Consultation and Collaboration for School Counselors
- CNSC 527 - Special Education Issues for School Counselors

School Counseling Fieldwork

- Students must complete all required prerequisites before entering the field experience (with a minimum grade of "B").
- Students must complete all required field experience requirements and may not waive the field experience requirement based on previous experience.
- Students will meet with their adviser to plan their fieldwork experience. Students need to complete 550 hours of fieldwork in a maximum of four semesters. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience.
- CNSC 570 - Advanced Applied Counseling – School Counselor: (PreK-8) (100 hours)
- CNSC 671 - Practicum in School Counseling for Postmaster's (PreK-8) (450 hours) (9 credits)

Postmaster's Licensure in School Counseling (5-12) Program

Grade Requirement

Please see Graduate Academic Policies in the BSU catalog and the College of Graduate Studies Handbook ([www.bridgew.edu/Handbook/GradSchool.cfmFieldwork](http://www.bridgew.edu/Handbook/GradSchool.cfmFieldwork)).

General Counseling Core Courses

- CNGC 500 - Research and Evaluation
- CNSC 528 - Counseling Theories and Techniques for School Counselors
- CNGC 529 - Multicultural Counseling
- CNGC 538 - Group I: Theory and Process of Group Interaction
- CNGC 539 - Introduction to Career Counseling

School Counseling Core Courses

- CNSC 515 - Ethical and Legal Issues for the School Counselor
- CNSC 516 - Foundations in School Counseling
- CNSC 523 - The School Counselor: Psychological Development and Clinical Issues
- CNSC 524 - Applied School Counseling
- CNSC 526 - Consultation and Collaboration for School Counselors
- CNSC 527 - Special Education Issues for School Counselors

School Counseling Fieldwork

- Students must complete all required prerequisites before entering the field experience (with a minimum grade of "B").
- Students must complete all required field experience requirements and may not waive the field experience requirement based on previous experience.
- Students will meet with their adviser to plan their fieldwork experience. Students need to complete 550 hours of fieldwork in a maximum of four semesters. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20



hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience.

- CNSC 580 - Advanced Applied Counseling – School Counselor: (5-12) (100 hours)
- CNSC 681 - Practicum in School Counseling for Postmaster's (5-12) (450 hours) (9 credits)

## **Educational Leadership, Principal/Assistant Principal (Initial Licensure), Postmaster's Licensure**

### **Department: Secondary Education and Professional Programs**

Educational Leadership Licensure Programs, Postmaster's

The postmaster's program in Educational Leadership is designed for educators and other professionals with leadership experience who have earned a Master's degree in education or a related field and wish to be licensed as school administrators (PreK-12). Students who successfully complete subject matter content knowledge and the required field experience are eligible for the following professions in school leadership:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

Courses completed in the Postmaster's in Educational Leadership program may be transferred into the CAGS in Educational Leadership program after additional admission requirements to the CAGS program have been met.

### **Admission Requirements**

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).  
Note: Conditional acceptance into the program may be granted if the passing score is submitted by the conclusion of the second semester in the program.
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

### **Program of Study**

- EDLE 601 - Educational Leadership and School Reform  
(prerequisite to all other EDLE 600-level courses in the program)
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 669 - Concepts and Cases in School Law
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 676 - Managing Resources: Human, Financial and Facilities  
Choose one course from the following, dependent on licensure sought:
- EDLE 661 - Effective School Leadership for Elementary Schools
- EDLE 662 - Effective School Leadership for Middle Schools
- EDLE 663 - Effective School Leadership for High Schools

### **Practicum**



A six-credit practicum is required; choose one course from the following, dependent on licensure sought:

- EDLE 684 - Practicum in Elementary School Principalship
- EDLE 685 - Practicum in Middle School Principalship
- EDLE 686 - Practicum in High School Principalship

#### Exit Requirement

An electronic portfolio review will serve as the culminating performance assessment for licensure endorsement by Bridgewater State University.

Total minimum credits: 24

## Educational Leadership, School Business Administrator (Initial Licensure), Postmaster's Licensure

### Department: Secondary Education and Professional Programs

Educational Leadership Licensure Programs, Postmaster's

The postmaster's program in Educational Leadership is designed for educators and other professionals with leadership experience who have earned a Master's degree in education or a related field and wish to be licensed as school administrators (PreK-12). Students who successfully complete subject matter content knowledge and the required field experience are eligible for the following professions in school leadership:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

Courses completed in the Postmaster's in Educational Leadership program may be transferred into the CAGS in Educational Leadership program after additional admission requirements to the CAGS program have been met.

#### Admission Requirements

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).  
Note: Conditional acceptance into the program may be granted if the passing score is submitted by the conclusion of the second semester in the program.
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise
    - or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

#### Program of Study

- EDLE 601 - Educational Leadership and School Reform  
(prerequisite to all other EDLE 600-level courses in the program)
- EDLE 566 - School Plant Planning and Administration
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 669 - Concepts and Cases in School Law
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community

- EDLE 676 - Managing Resources: Human, Financial and Facilities

Practicum

- EDLE 679 - Practicum in School Business (6 credits)

Exit Requirement

An electronic portfolio review will serve as the culminating performance assessment for licensure endorsement by Bridgewater State University.

Total minimum credits: 24

## **Educational Leadership, Special Education Administrator (Initial Licensure), Postmaster's Licensure**

### **Department: Secondary Education and Professional Programs**

Educational Leadership Licensure Programs, Postmaster's

The postmaster's program in Educational Leadership is designed for educators and other professionals with leadership experience who have earned a Master's degree in education or a related field and wish to be licensed as school administrators (PreK-12). Students who successfully complete subject matter content knowledge and the required field experience are eligible for the following professions in school leadership:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

Courses completed in the Postmaster's in Educational Leadership program may be transferred into the CAGS in Educational Leadership program after additional admission requirements to the CAGS program have been met.

### **Admission Requirements**

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).  
Note: Conditional acceptance into the program may be granted if the passing score is submitted by the conclusion of the second semester in the program.
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise
    - or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

### **Program of Study**

- EDLE 601 - Educational Leadership and School Reform  
(prerequisite to all other EDLE 600-level courses in the program)
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 612 - Effective Supervision and Administration of Special Education Programs
- EDLE 669 - Concepts and Cases in School Law
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community

- EDLE 676 - Managing Resources: Human, Financial and Facilities

Practicum

- EDLE 680 - Practicum in Administration of Special Education (6 credits)

Exit Requirement

An electronic portfolio review will serve as the culminating performance assessment for licensure endorsement by Bridgewater State University.

Total minimum credits: 24

## Educational Leadership, Superintendent/Assistant Superintendent (Initial Licensure), Postmaster's Licensure

### Department: Secondary Education and Professional Programs

#### Educational Leadership Licensure Programs, Postmaster's

The postmaster's program in Educational Leadership is designed for educators and other professionals with leadership experience who have earned a Master's degree in education or a related field and wish to be licensed as school administrators (PreK-12). Students who successfully complete subject matter content knowledge and the required field experience are eligible for the following professions in school leadership:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

Courses completed in the Postmaster's in Educational Leadership program may be transferred into the CAGS in Educational Leadership program after additional admission requirements to the CAGS program have been met.

#### Admission Requirements

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).  
Note: Conditional acceptance into the program may be granted if the passing score is submitted by the conclusion of the second semester in the program.
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise
    - or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

#### Program of Study

- EDLE 601 - Educational Leadership and School Reform  
(prerequisite to all other EDLE 600-level courses in the program)
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 669 - Concepts and Cases in School Law
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 676 - Managing Resources: Human, Financial and Facilities
- EDLE 691 - The School Superintendency

#### Practicum

- EDLE 687 - Practicum in Superintendency/Assistant Superintendency (6 credits)

#### Exit Requirement

An electronic portfolio review will serve as the culminating performance assessment for licensure endorsement by Bridgewater State University.

Total minimum credits: 24

## Educational Leadership, Supervisor/Director (Initial Licensure), Postmaster's Licensure

**Department: Secondary Education and Professional Programs**

Educational Leadership Licensure Programs, Postmaster's

The postmaster's program in Educational Leadership is designed for educators and other professionals with leadership experience who have earned a Master's degree in education or a related field and wish to be licensed as school administrators (PreK-12). Students who successfully complete subject matter content knowledge and the required field experience are eligible for the following professions in school leadership:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

Courses completed in the Postmaster's in Educational Leadership program may be transferred into the CAGS in Educational Leadership program after additional admission requirements to the CAGS program have been met.

**Admission Requirements**

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).  
Note: Conditional acceptance into the program may be granted if the passing score is submitted by the conclusion of the second semester in the program.
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise  
or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

**Program of Study**

- EDLE 601 - Educational Leadership and School Reform  
(prerequisite to all other EDLE 600-level courses in the program)
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 669 - Concepts and Cases in School Law
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 676 - Managing Resources: Human, Financial and Facilities
- EDMC 531 - The Standards-Based Classroom: Curriculum

**Practicum**

A six credit practicum is required; choose one course from the following, dependent on licensure sought:

- EDLE 683 - Practicum in Supervisorship/Directorship
- EDLE 688 - Practicum in Directorship of Guidance
- EDLE 689 - Practicum in Directorship of Pupil Personnel Services

**Exit Requirement**

An electronic portfolio review will serve as the culminating performance assessment for licensure endorsement by Bridgewater State University.

Total minimum credits: 24

## ■ CERTIFICATE OF ADVANCED GRADUATE STUDY

### Counseling, Mental Health Counseling, CAGS

#### Department: Counselor Education

The CAGS in Mental Health Counseling is designed for students who are practicing counselors and do not possess a 60-credit master's degree in counseling or related field and need a CAGS to apply for licensure in Massachusetts as a Mental Health Counselor (CMR 262).

#### Admission Requirements

- A master's degree in counseling, which included an applied counseling internship with clinical supervision
- A 3.5 cumulative GPA in the master's program\*
- GRE combined score of 1000 or higher (if requested by the Department of Counselor Education)
- Demonstration of successful experience in a counseling capacity demonstrated for at least one year
- Three letters of recommendation from professionals or educators outside of the BSU Department of Counselor Education, at least one of which should be from a supervisor who has knowledge of the applicant's counseling activities
- A completed Counselor Education admissions application, including a 500-word personal statement related to the student's intended counseling program option
- Official transcripts of all undergraduate and graduate course work

#### Applicant Screening Process

Students who meet all admission requirements as outlined above will be invited to an admission interview.

\*Candidates who meet the following criteria will receive a conditional invitation to an admission interview:

- A 3.0-3.4 cumulative GPA
- A composite GRE score that exceeds 1000

#### Admission Interviews

All applicants with a completed application package who meet the admissions requirements outlined above will be required to participate in the on-campus Admission's Day interview process. The Admissions Day interview is an opportunity for faculty to assess the applicant's potential for employment as a professional counselor. Admissions Day is held on the third Friday of March and the third Friday of November each year.

After matriculation into the CAGS program, students must complete a minimum of 30 credits of course work at BSU and fulfill the following requirements either through the student's master's degree or with courses and fieldwork experience as part of the student's CAGS program.

### Certificate of Advanced Graduate Study (CAGS) in Mental Health Counseling Program

#### Grade Requirement

Please see Graduate Academic Policies in the BSU catalog and the College of Graduate Studies Handbook ([www.bridgew.edu/Handbook/GradSchool.cfmFieldwork](http://www.bridgew.edu/Handbook/GradSchool.cfmFieldwork)).

#### Required Courses

- \* CNMH 528 - Counseling Theories and Techniques for Mental Health Counseling
- \* CNGC 529 - Multicultural Counseling
- \* CNGC 500 - Research and Evaluation
- CNMH 534 - The Professional Counselor: Standards, Ethics and Legal Issues
- CNMH 535 - Applied Counseling: Adolescent-Adult
- CNMH 536 - Applied Counseling: Pre-Adolescent
- CNGC 538 - Group I: Theory and Process of Group Interaction
- CNMH 568 - Psychopathology
- CNMH 532 - Psychological Assessment
- CNGC 539 - Introduction to Career Counseling
- CNMH 564 - Theories of Psychological Development
- CNGC 563 - Psychopharmacology for Nonmedical Professionals
- CNMH 540 - Substance Abuse and Dependency
- CNMH 569 - Crisis/Disaster Counseling
- CNMH 570 - Advanced Applied Counseling: Mental Health Counselor (100 hours)
- CNMH 671 - CAGS Internship: Mental Health Counselor (600 hours; 12 credits)

\*To be taken within first 15 credits

Note:

Students will meet with their adviser to plan their fieldwork experience. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a

clinical seminar each semester they are involved in field experience and must attend a minimum of two total seminars. However, if a student elects to complete 600 hours in a single semester, the student would attend two seminars.

#### Elective(s)

As needed to meet the minimum 30 credits required in the program.

#### Culminating Experience

As part of the graduation requirement in the department, students are expected to complete a culminating experience which is overseen by members of the Department of Counselor Education faculty. The culminating experience focuses on students' ability to integrate counseling and development theory into direct practice. Through the culminating experience, students will demonstrate the counseling competencies that align with current CACREP standards (Council for the Accreditation of Counseling and Related Educational Programs), as well as standards that align within respective programs of study. Students will have the choice of a master's thesis, CNGC 502 - Research; taking the CPCE Exam (Counselor Preparation Comprehensive Examination); creating a capstone portfolio, CNGC 585 - Capstone in Counseling -- Portfolio; or a project paper, CNGC 586 - Capstone in Counseling -- Project Paper. Students completing a master's thesis must follow the guidelines established by the College of Graduate Studies. Students who are considering pursuing future doctoral studies are especially encouraged to select the master's thesis option.

CAGS in Mental Health students have the option of submitting a passing score on the LMHC (Licensed Mental Health Counselor) exam in lieu of the above mentioned culminating experiences.

Total minimum credits: 30

## Educational Leadership (Non-Licensure), CAGS

### Department: Secondary Education and Professional Programs

Graduate students who hold a master's degree in education or related field and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program. This program is designed to enable the student to:

- Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker
- Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments
- Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others
- Expand learning opportunities for all constituencies by having and advocating a need to be a lifelong learner

#### Program Description

The CAGS in Educational Leadership (non-licensure) is mainly a weekend program through which students earn 30 credits beyond the master's.

#### Admission Requirements

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- A completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's leadership philosophy in times of change
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL) or Graduate Record Examination (GRE)

#### Program of Study

- EDLE 601 - Educational Leadership and School Reform (prerequisite to all other EDLE 600-level courses in the program)
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 669 - Concepts and Cases in School Law
- EDLE 672 - Technology for Administrators
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 675 - Research Issues in School Administration
- EDLE 676 - Managing Resources: Human, Financial and Facilities
- EDLE 677 - Systems Planning for Educational Leaders
- EDLE 678 - Curriculum Development and Program Management
- EDLE 681 - CAGS Externship

Note: Students who do not complete EDLE 681 in an academic year will be required to register for EDLE 682 - CAGS Externship II (one credit) each semester thereafter (fall and spring) until the project is complete.

#### Exit Requirement

All candidates must pass written and oral comprehensive examinations as exit requirements from the program.

Total minimum credits: 30



## Educational Leadership, Principal/Assistant Principal (Initial Licensure), CAGS

### Department: Secondary Education and Professional Programs

#### Educational Leadership Licensure Programs, CAGS

Graduate students who hold a master's degree in education or related field and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program and initial licensure in school administration. This program is designed to enable the student to:

- Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker
- Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments
- Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others
- Expand learning opportunities for all constituencies by having and advocating a need to be a lifelong learner

### Program Description

The CAGS in Educational Leadership (initial licensure) is mainly a weekend program through which students earn 39 credits beyond the master's that meet state requirements through a university-sponsored internship for school administrators in the following licensure areas:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

The initial courses in this program are designed in part to meet state licensure requirements. The remaining courses are designed to provide a sound knowledge base for research issues for school administration and systems planning.

### Admission Requirements

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

### Program of Study

- EDLE 601 - Educational Leadership and School Reform (prerequisite to all other EDLE 600-level courses in the program)
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 669 - Concepts and Cases in School Law
- EDLE 672 - Technology for Administrators
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 675 - Research Issues in School Administration
- EDLE 676 - Managing Resources: Human, Financial and Facilities
- EDLE 677 - Systems Planning for Educational Leaders

- EDLE 678 - Curriculum Development and Program Management
  - EDLE 681 - CAGS Externship
- Note: Students who do not complete EDLE 681 in an academic year will be required to register for EDLE 682 EDLE 682 - CAGS Externship II (one credit) each semester thereafter (fall and spring) until the project is complete.
- Choose one course from the following, dependent on licensure sought:
- EDLE 661 - Effective School Leadership for Elementary Schools
  - EDLE 662 - Effective School Leadership for Middle Schools
  - EDLE 663 - Effective School Leadership for High Schools

#### Practicum

A six-credit practicum is required; choose one course from the following, dependent on licensure sought:

- EDLE 684 - Practicum in Elementary School Principalship
- EDLE 685 - Practicum in Middle School Principalship
- EDLE 686 - Practicum in High School Principalship

#### Exit Requirement

All candidates must successfully complete a leadership electronic folio for licensure and pass written and oral comprehensive examinations as exit requirements from the program.

### **Educational Leadership, School Business Administrator (Initial Licensure), CAGS**

**Department: Secondary Education and Professional Programs**

Educational Leadership Licensure Programs, CAGS

Graduate students who hold a master's degree in education or related field and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program and initial licensure in school administration. This program is designed to enable the student to:

- Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker
- Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments
- Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others
- Expand learning opportunities for all constituencies by having and advocating a need to be a lifelong learner

### **Program Description**

The CAGS in Educational Leadership (initial licensure) is mainly a weekend program through which students earn 39 credits beyond the master's that meet state requirements through a university-sponsored internship for school administrators in the following licensure areas:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

The initial courses in this program are designed in part to meet state licensure requirements. The remaining courses are designed to provide a sound knowledge base for research issues for school administration and systems planning.

### **Admission Requirements**

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise **or**
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

### **Program of Study**

- EDLE 601 - Educational Leadership and School Reform  
(prerequisite for all other EDLE 600-level courses in the program)
- EDLE 566 - School Plant Planning and Administration
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 669 - Concepts and Cases in School Law
- EDLE 672 - Technology for Administrators
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 675 - Research Issues in School Administration
- EDLE 676 - Managing Resources: Human, Financial and Facilities
- EDLE 677 - Systems Planning for Educational Leaders
- EDLE 678 - Curriculum Development and Program Management
- EDLE 681 - CAGS Externship

Note: Students who do not complete EDLE 681 in an academic year will be required to register for EDLE 682 - CAGS Externship II (1 credit) each semester thereafter (fall and spring) until the project is complete.

#### Practicum

- EDLE 679 - Practicum in School Business (6 credits)

#### Exit Requirement

All candidates must successfully complete a leadership electronic folio for licensure and pass written and oral comprehensive examinations as exit requirements from the program.

Total minimum credits: 39

## Educational Leadership, Special Education Administrator (Initial Licensure), CAGS

### Department: Secondary Education and Professional Programs

Educational Leadership Licensure Programs, CAGS

Graduate students who hold a master's degree in education or related field and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program and initial licensure in school administration. This program is designed to enable the student to:

- Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker
- Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments
- Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others
- Expand learning opportunities for all constituencies by having and advocating a need to be a lifelong learner

#### Program Description

The CAGS in Educational Leadership (initial licensure) is mainly a weekend program through which students earn 39 credits beyond the master's that meet state requirements through a university-sponsored internship for school administrators in the following licensure areas:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

The initial courses in this program are designed in part to meet state licensure requirements. The remaining courses are designed to provide a sound knowledge base for research issues for school administration and systems planning.

#### Admission Requirements

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise
    - or
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

#### Program of Study

- EDLE 601 - Educational Leadership and School Reform

(prerequisite to all other EDLE 600-level courses in the program)

- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 612 - Effective Supervision and Administration of Special Education Programs
- EDLE 669 - Concepts and Cases in School Law
- EDLE 672 - Technology for Administrators
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 675 - Research Issues in School Administration
- EDLE 676 - Managing Resources: Human, Financial and Facilities
- EDLE 677 - Systems Planning for Educational Leaders
- EDLE 678 - Curriculum Development and Program Management
- EDLE 681 - CAGS Externship

Note: Students who do not complete EDLE 681 in an academic year will be required to register for EDLE 682 - CAGS Externship II (1 credit) each semester thereafter (fall and spring) until the project is complete.

#### Practicum

- EDLE 680 - Practicum in Administration of Special Education (6 credits)

#### Exit Requirement

All candidates must successfully complete a leadership electronic folio for licensure and pass written and oral comprehensive examinations as exit requirements from the program.

Total minimum credits: 39

## Educational Leadership, Superintendent/Assistant Superintendent (Initial Licensure), CAGS

### Department: Secondary Education and Professional Programs

Educational Leadership Licensure Programs, CAGS

Graduate students who hold a master's degree in education or related field and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program and initial licensure in school administration. This program is designed to enable the student to:

- Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker
- Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments
- Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others
- Expand learning opportunities for all constituencies by having and advocating a need to be a lifelong learner

#### Program Description

The CAGS in Educational Leadership (initial licensure) is mainly a weekend program through which students earn 39 credits beyond the master's that meet state requirements through a university-sponsored internship for school administrators in the following licensure areas:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)

The initial courses in this program are designed in part to meet state licensure requirements. The remaining courses are designed to provide a sound knowledge base for research issues for school administration and systems planning.

#### Admission Requirements

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Prerequisite experience:

- Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
- Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
  - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise
  - or
  - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
- Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

#### Program of Study

- EDLE 601 - Educational Leadership and School Reform  
(prerequisite to all other EDLE 600-level courses in the program)
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDLE 669 - Concepts and Cases in School Law
- EDLE 672 - Technology for Administrators
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 675 - Research Issues in School Administration
- EDLE 676 - Managing Resources: Human, Financial and Facilities
- EDLE 677 - Systems Planning for Educational Leaders
- EDLE 678 - Curriculum Development and Program Management
- EDLE 681 - CAGS Externship  
Note: Students who do not complete EDLE 681 in an academic year will be required to register for EDLE 682 - CAGS Externship II (1 credit) each semester thereafter (fall and spring) until the project is complete.
- EDLE 691 - The School Superintendency

#### Practicum

- EDLE 687 - Practicum in Superintendency/Assistant Superintendency (6 credits)

#### Exit Requirement

All candidates must successfully complete a leadership electronic folio for licensure and pass written and oral comprehensive examinations as exit requirements from the program.

Total minimum credits: 39

## Educational Leadership, Supervisor/Director (Initial Licensure), CAGS

### Department: Secondary Education and Professional Programs

#### Educational Leadership Licensure Programs, CAGS

Graduate students who hold a master's degree in education or related field and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program and initial licensure in school administration. This program is designed to enable the student to:

- Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker
- Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments
- Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others
- Expand learning opportunities for all constituencies by having and advocating a need to be a lifelong learner

#### Program Description

The CAGS in Educational Leadership (initial licensure) is mainly a weekend program through which students earn 39 credits beyond the master's that meet state requirements through a university-sponsored internship for school administrators in the following licensure areas:

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

School Business Administrator (all levels)

Supervisor/Director (all levels)

Special Education Administrator (all levels)

Superintendent/Assistant Superintendent (all levels)



The initial courses in this program are designed in part to meet state licensure requirements. The remaining courses are designed to provide a sound knowledge base for research issues for school administration and systems planning.

#### **Admission Requirements**

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 2.8
- Completed application form
- Three letters of recommendation (one from immediate supervisor)
- An essay on the candidate's philosophy of educational leadership and school reform
- Initial licensure in other area dependent upon administrative licensure sought in addition to all Massachusetts Department of Elementary and Secondary Education administrative licensure requirements. Exceptions are granted on a case-by-case basis as approved by the Massachusetts Department of Elementary and Secondary Education.
- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Prerequisite experience:
  - Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Educational Leadership program coordinator
  - Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):
    - A master's degree in the arts or sciences in one of the core academic subjects the candidate will supervise **or**
    - At least 18 credits of advanced graduate studies in one of the core academic subjects (English Language Arts, Mathematics, Science, History, Reading, Foreign Language, Arts) the candidate will supervise
  - Additional requirement for School Business Administrator: a minimum of two years experience in financial planning and/or accounting systems

#### **Program of Study**

- EDLE 601 - Educational Leadership and School Reform (prerequisite to all other EDLE 600-level courses in the program)
- EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI)
- EDMC 531 - The Standards-Based Classroom: Curriculum
- EDLE 669 - Concepts and Cases in School Law
- EDLE 672 - Technology for Administrators
- EDLE 674 - Designing and Evaluating the School/District Professional Learning Community
- EDLE 675 - Research Issues in School Administration
- EDLE 676 - Managing Resources: Human, Financial and Facilities
- EDLE 677 - Systems Planning for Educational Leaders
- EDLE 678 - Curriculum Development and Program Management
- EDLE 681 - CAGS Externship

Note: Students who do not complete EDLE 681 in an academic year will be required to register for EDLE 682 - CAGS Externship II (1 credit) each semester thereafter (fall and spring) until the project is complete.

#### **Practicum**

A six-credit practicum is required; choose one course from the following, dependent on licensure sought.

- EDLE 683 - Practicum in Supervisorship/Directorship
- EDLE 688 - Practicum in Directorship of Guidance
- EDLE 689 - Practicum in Directorship of Pupil Personnel Services

#### **Exit Requirement**

All candidates must successfully complete a leadership electronic folio for licensure and pass written and oral comprehensive examinations as exit requirements from the program.

Total minimum credits: 39

## **Reading, CAGS**

### **Department: Elementary and Early Childhood Education**

The graduate reading program offers the Certificate of Advanced Graduate Study in Reading with an option for institutional endorsement for Massachusetts licensure as Reading Specialist (all levels). The 33-credit program is offered to cohort groups who move through the entire program together. To enhance the experience, courses are scheduled on Saturdays during the academic year and as two-week intensives in the summer.



Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education (NCATE) Joint Task Force of the International Reading Association (IRA), reading/literacy supervisor and consultant.

#### **Admission Requirements**

- Master's degree from an accredited college or university
- A rating of "one" on three letters of recommendation (at least one from teaching supervisor and one who has knowledge of applicant's aptitude for advanced scholarship)
- A minimum graduate GPA of 3.0
- Possession of an active Massachusetts State Department of Elementary and Secondary Education (MA DESE) professional teacher license
  - a. Possession of MA DESE licensure as Reading Specialist or
  - b. A qualifying score on the Massachusetts Tests for Educator Licensure® (MTEL) Communications and Literacy Skills (01)
- Three years of experience teaching in the area of licensure
- Evidence of having taken READ 551 - Case Studies in Literacy Acquisition and Development and READ 552 - Literacy Assessment Principles and Techniques at Bridgewater State University or six credits of equivalent course work at another institution of higher education
- Foundational knowledge in computer technology (Microsoft Word and Office)
- Official transcripts of all undergraduate and graduate course work

Candidates must complete all of the following course requirements and program requirements:

#### **Program Requirements**

- READ 650 - Research in Literacy Curriculum and Instruction
- READ 651 - Socio-Psycholinguistics and Critical Literacy
- READ 652 - Cultural Foundations of Literacy
- READ 653 - Diagnosis, Assessment, and Evaluation of Student Performance and Program Effectiveness
- READ 654 - Principles and Programs in Professional Development
- READ 655 - Case Studies in N-12 Literacy Curriculum and Instruction
- READ 670 - Seminar for Advanced Studies in Literacy
- READ 680 - Research Project in Exemplary Literacy Practice
- READ 681 - CAGS Literacy Practicum
- READ 682 - CAGS Literacy Practicum
- INST 552 - Multimedia for Educators  
With adviser's consent, another 500- or 600-level course in instructional technology may be substituted for INST 552
- Successful completion of a multimedia exhibit in exemplary literacy practices
- Support for the work of professional literacy organizations
- Successful defense of the research project and multimedia exhibit

Total minimum credits: 33

# CORE CURRICULUM REQUIREMENTS

## CORE CURRICULUM REQUIREMENTS

Bridgewater State University's Core Curriculum was developed to serve as the educational foundation that all Bridgewater State University students will build on to complete their program of study. The core curriculum features a skills-centered, outcomes-based distribution model of general education that allows students a wide choice of courses and the flexibility to integrate the requirements of their major with the broader, liberal education that is required of responsible citizens of the 21<sup>st</sup> century. Students who complete the BSU Core Curriculum will learn a significant body of factual knowledge as well as understand the intellectual foundations, conceptual frameworks, and methodologies of the major academic disciplines.

**The BSU Core Curriculum is composed of four main areas:**

**Skill Requirements:** All students are required to demonstrate proficiency in the skill areas of writing, logical reasoning, mathematical reasoning, and spoken communication.

**Core Distribution Requirements:** All students will learn about the arts, humanities, the natural and social and behavioral sciences, global culture, multiculturalism, application of quantitative skills and the U.S. and Massachusetts Constitutions.

**Seminars:** The First and Second Year Seminars are key features of the BSU Core Curriculum. These topic courses will allow students to explore an area of interest in a small, discussion oriented course. The First Year Seminar is a writing intensive course designed to engage the student in university-level learning. The Second Year Seminar is either speaking or writing intensive and will engage students in the connections between classroom learning and the world. Second Year Seminars may be used for the major or minor, if specifically permitted by the major or minor.

**Requirements in the major:** To connect the core curriculum with each major, students will complete one writing designated course in their major and will be able to demonstrate information literacy and technology proficiency in their major.

### Core Skills Requirements:

- ENGL 101 - Writing Rhetorically (CWR1)\*
- ENGL 102 - Writing Rhetorically with Sources (CWR2)\*

#### Foundations of Logical Reasoning (CLOR):\*

*Select one course:*

- MATH 180 - Transition to Advanced Mathematics
- PHIL 111 - Foundations of Logical Reasoning

#### Foundations of Mathematical Reasoning (CMAR):\*\*

*Select one course:*

- MATH 105 - Selected Topics in Mathematics
- MATH 107 - Principles of Mathematics I
- MATH 108 - Principles of Mathematics II
- MATH 110/MATH 110E - Elementary Statistics I
- MATH 112 - Mathematics for Elementary Teachers I
- MATH 113 - Mathematics for Elementary Teachers II
- MATH 114 - Mathematics for Elementary Teachers III
- MATH 120 - Introduction to Linear Algebra
- MATH 130 - Discrete Mathematics I
- MATH 140/MATH 140E - Elements of Precalculus
- MATH 141 - Elements of Calculus I
- MATH 142 - Elements of Calculus II
- MATH 144 - Applied Calculus for Business
- MATH 150 - Precalculus with Trigonometry
- MATH 151 - Calculus I
- MATH 152 - Calculus II
- MATH 161/161E - Single Variable Calculus I
- MATH 162 - Single Variable Calculus II

#### Spoken Communication (CSPK)\*\*

*Select one course:*

- COMM 102 - Introduction to Public Speaking
- COMM 130 - Human Communication Skills
- COMM 250 - Public Speaking
- THEA 210 - Oral Interpretation

### Core Distribution Requirements\*\*\*

These courses will not satisfy the Core Skills Requirements. A course may be applied to a Core Distribution Requirement and one or more of the Additional Distribution Requirements. All requirements must be met.

Fine and Performing Arts (CFPA):

*Select two courses from below:*

- ARTH 103 - Survey of Ancient and Medieval Art
- ARTH 104 - Survey of Art from the 14th Century to the Present
- ARTH 203 - American Art and Architecture
- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 206 - History of Architecture (formerly ARTH 102)
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 211 - Monuments as Cultural Symbols and Emblems of Power
- ARTH 214 - Global Art History Study Tour
- ARTH 215 - Themes in the Visual Arts
- ARTH 217 - African-American Art
- ARTH 218 - History of Photography
- ARTH 219 - MesoAmerican Art and Architecture
- ARTH 220 - United States Art Study Tour
- ARTH 308 - Women in the Visual Arts
- ARTH 311 - Orientalism
- ARTS 104 - Digital Imaging and Four-Dimensional Design
- ARTS 116 - Introduction to Digital Photography
- ARTS 125 - Drawing I
- ARTS 130 - Two-Dimensional Design
- ARTS 140 - Three-Dimensional Design
- ARTS 204 - Video Art
- ARTS 215 - Global Studio Art Study Tour I
- ARTS 415 - Global Studio Art Study Tour II
- DANC 146 - Dance Appreciation (formerly PHED/THEA 146)
- DANC 255 - Creative Dance (formerly PHED/THEA 255)
- DANC 260 - World Dance (formerly PHED/THEA 260)
- DANC 263 - Dance History to 1915 (formerly PHED/THEA 263)
- DANC 264 - Dance History from 1915 (formerly PHED/THEA 264)
- MUSC 120 - Class Guitar I (Classical Guitar)
- MUSC 130 - Voice Class I
- MUSC 140 - Class Piano I
- MUSC 160 - Introduction to Western Classical Music
- MUSC 162 - Introduction to Music of Africa
- MUSC 163 - Introduction to World Music
- MUSC 165 - Introduction to Women Composers
- MUSC 166 - Survey of Jazz
- MUSC 168 - American Popular Music
- MUSC 170 - Music Fundamentals
- MUSC 220 - Class Guitar II
- MUSC 240 - Class Piano II
- THEA 110 - Theater Appreciation
- THEA 115 - Play Production
- THEA 120 - Introduction to Acting

- THEA 222 - Asian Theater
- THEA 226 - Children's Theater
- THEA 230 - Creative Dramatics
- THEA 236 - The American Musical Theater

#### **Humanities (CHUM):**

*Select three courses from below:*

- ENGL 211 - Literary Classics of Western Civilization to 1600
- ENGL 214 - The Classical Tradition
- ENGL 221 - Major British Writers to 1800
- ENGL 222 - Major British Writers since 1800
- ENGL 231 - Major American Writers to 1865
- ENGL 232 - Major American Writers since 1865
- ENGL 233 - Introduction to the African-American Novel
- ENGL 241 - Shakespeare
- ENGL 251 - Literary Themes
- ENGL 252 - Literary Types
- ENGL 253 - Non-Western Literature
- ENGL 254 - Literature for Elementary Education Majors
- ENGL 255 - East Asian Literature in Translation
- ENGL 261 - Film Study: Introduction to the Art
- ENGL 262 - Film Study: Literature and Film
- ENGL 324 - Language and Society
- ENGL 355 - International Study Tour
- ENSL 101 - English as a Second Language I
- ENSL 102 - English as a Second Language II
- ENSL 151 - Intermediate English as a Second Language
- HIST 111 - Western Civilization to the Reformation
- HIST 112 - Western Civilization since the Reformation
- HIST 131 - World History to 1500
- HIST 132 - World History since 1500
- HIST 151 - Asian Civilization
- HIST 161 - History and Culture of Mexico
- HIST 221 - United States History and Constitutions to 1865
- HIST 222 - United States History and Constitutions since 1865
- INTD 220 - Introduction to American Studies
- INTD 240 - Critical Perspectives in Women's and Gender Studies
- LAAR 101 - Elementary Arabic I
- LAAR 102 - Elementary Arabic II
- LAAR 151 - Intermediate Arabic
- LACH 101 - Elementary Chinese I
- LACH 102 - Elementary Chinese II
- LACV 101 - Elementary Cape Verdean Creole
- LAFR 101 - Elementary French I
- LAFR 102 - Elementary French II
- LAFR 251 - Intermediate French
- LAGE 101 - Elementary German I
- LAGE 102 - Elementary German II
- LAGE 151 - Intermediate German I
- LAIT 101 - Elementary Italian I
- LAIT 102 - Elementary Italian II
- LAIT 151 - Intermediate Italian I
- LAJA 101 - Elementary Japanese I
- LAJA 102 - Elementary Japanese II
- LAJA 151 - Intermediate Japanese
- LALT 101 - Elementary Latin I

- LALT 102 - Elementary Latin II
- LANG 300 - Languages of the World
- LANG 350 - International Women's Cinema
- LAPO 101 - Elementary Portuguese I
- LAPO 102 - Elementary Portuguese II
- LAPO 151 - Intermediate Portuguese I
- LAPO 152 - Intermediate Portuguese II
- LARU 101 - Elementary Russian I
- LARU 102 - Elementary Russian II
- LARU 151 - Intermediate Russian I
- LASP 101 - Elementary Spanish I
- LASP 102 - Elementary Spanish II
- LASP 151 - Intermediate Spanish I
- LASP 200 - Intermediate Spanish II
- LASP 230 - Contemporary Latin American Short Story in Translation
- LASW 101 - Elementary Swahili I
- LASW 102 - Elementary Swahili II
- PHIL 151 - Introduction to Philosophy
- PHIL 152 - Contemporary Moral Problems
- PHIL 203 - Happiness and the Meaning of Life
- PHIL 204 - Sex and Personal Relations
- PHIL 205 - Medical Ethics
- PHIL 211 - Inductive Logic
- PHIL 212 - Philosophies of India
- PHIL 213 - Philosophies of China and Japan
- PHIL 215 - Environmental Ethics
- PHIL 216 - Values and Technology
- PHIL 222 - Philosophy of Law
- PHIL 225 - Philosophy of Art
- PHIL 228 - Philosophy of Religion
- PHIL 229 - Explaining the Paranormal
- PHIL 231 - Amoralism, Egoism and Altruism
- PHIL 232 - Philosophy and Feminist Thought
- PHIL 234 - Free Will, Determinism and Responsibility
- PHIL 235 - Human Rights and Human Liberties
- PHIL 242 - Philosophy of Human Nature
- PHIL 247 - Existentialism
- PHIL 257 - World Philosophy
- PHIL 260 - Philosophy of Science
- PHIL 301 - Plato and Aristotle
- PHIL 302 - Medieval Philosophy
- PHIL 303 - Major Modern Philosophers
- PHIL 304 - 19th Century Philosophy
- PHIL 305 - American Philosophy
- PHIL 320 - Topics in Philosophy
- PHIL 402 - Knowledge and Truth
- PHIL 403 - Ethics and Action
- PHIL 404 - Mind and Language
- PHIL 405 - Metaphysics
- WMST 240 - Critical Perspectives in Women's Studies

**Natural Sciences (CNSL; CNSN):**

*Select two courses from below (one must be a laboratory science):*

**Laboratory Sciences (CNSL):**

- BIOL 100 - General Principles of Biology
- BIOL 102 - Introduction to Zoology

- BIOL 117 - Environmental Biology
- BIOL 121 - General Biology I
- CHEM 131 - Survey of Chemistry I
- CHEM 132 - Survey of Chemistry II (beginning Fall 2013)
- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- GEOG 121 - Physical Geography
- GEOG 221 - Meteorology
- GEOL 100 - Physical Geology (formerly EASC 100)
- PHYS 100 - Physics in the Natural World
- PHYS 107 - Exploring the Universe
- PHYS 181 - Elements of Physics I
- PHYS 182 - Elements of Physics II
- PHYS 183 - Aviation Physics
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II

**Non-Laboratory Sciences (CNSN):**

- BIOL 110 - Biology: A Human Approach
- BIOL 112 - Biology and Human Thought
- BIOL 115 - Microbial World and You
- BIOL 119 - The Botanical World
- BIOL 128 - The Biology of Human Sexuality
- CHEM 102 - Chemistry in Everyday Life
- GEOG 122 - The Physical World
- GEOG 130 - Environmental Geography
- GEOG 222 - Climatology
- GEOL 102 - History of the Earth (formerly EASC 102)
- GEOL 135 - Geology of National Parks and Monuments (formerly EASC 135)
- GEOL 150 - Earth's Climate (formerly EASC 150)
- GEOL 180 - Forensic Geology (formerly EASC 180)
- GEOL 194 - Environmental Geology (formerly EASC 194)
- PHYS 102 - Modern Physics for the Humanist
- PHYS 180 - Energy and its Social Uses

**Social and Behavioral Sciences (CSOC):**

*Select two courses from below:*

- ANTH 100 - Introduction to Cultural Anthropology
- ANTH 101 - Biological Anthropology
- ANTH 103 - Introduction to Archaeology
- ANTH 110 - Introduction to Folklore
- ANTH 111 - Myth and Culture
- ANTH 115 - Anthropology of Race, Class, and Gender
- ANTH 120 - First Nations: Global Indigenous People
- ANTH 130 - Introduction to Primates
- ANTH 204 - Global Human Issues
- ANTH 206 - Native Cultures of North America
- ANTH 208 - Anthropology of Women
- ANTH 209 - Peoples and Cultures of Africa
- ANTH 212 - Africa Through Film
- ANTH 213 - Latin American Peoples and Cultures
- ANTH 215 - The Caribbean
- ANTH 216 - Peoples and Cultures of the Middle East
- ANTH 224 - Anthropology of South Asia
- ANTH 305 - Culture Change
- ANTH 306 - Urban Anthropology

- ANTH 307 - Anthropology of Religion
- ANTH 308 - Anthropology of Education
- ANTH 309 - Anthropology of Art
- ANTH 311 - The Emergence of Cities
- ANTH 314 - Women in Myth and Lore
- ANTH 315 - Ethnic Experience in America
- ANTH 319 - Contemporary Native Americans
- ANTH 322 - War, Peace and Culture
- ANTH 326 - African Ethnomedicine
- ANTH 328 - Archaeology of North America
- ANTH 330 - Medical Anthropology
- ANTH 331 - Political Anthropology
- ANTH 340 - Myths and Peoples of the Ancient Near East
- ANTH 355 - Anthropological Study Tour
- ANTH 396 - Special Topics in Cultural Anthropology
- ANTH 397 - Special Topics in Biological Anthropology
- ANTH 398 - Special Topics in Archaeology
- ANTH 399 - Special Topics in Anthropology
- ANTH 404 - Seminar: Culture and Consciousness
- ANTH 405 - Forensic Anthropology
- ANTH 406 - Seminar: Human Evolution
- ANTH 417 - Seminar: She/He "Two Spirits" Gender Cross-Culturally
- ANTH 420 - Visual Anthropology
- ANTH 426 - Seminar: New England Ethnic and Regional Communities
- ANTH 432 - Seminar: Critical Issues in Global Health
- ANTH 435 - Seminar: Global Feminism
- COMM 365 - Introduction to Intercultural Communication
- CRJU 241 - Women and Violence
- CRJU 290 - Mental Health in the Criminal Justice System
- CRJU 347 - Restorative Justice
- CRJU 350 - Behind the Walls: Crime and Justice
- CRJU 369 - Gender, Crime and Justice
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- GEOG 151 - Human Geography
- GEOG 171 - Geography of the Developing World
- GEOG 374 - Geography of the Middle East
- GEOG 375 - Geography of South Asia
- GEOG 381 - Geography of Latin America
- GEOG 388 - Geography of Africa
- GEOG 395 - Field Study Tour in Geography
- INTD 200 - Introduction to Canadian Studies
- POLI 172 - Introduction to American Government
- POLI 250 - Research Methods in Political Science
- POLI 260 - International Relations
- POLI 274 - Western Political Thought - Plato to the Present
- POLI 275 - Comparative Government
- POLI 277 - American Government: State and Local
- POLI 279 - Introduction to Public Administration
- POLI 285 - Law and the Judicial Process
- PSYC 100 - Introductory Psychology
- PSYC 200 - Non-Western Theories of Personality
- PSYC 230 - Cross-Cultural Psychology
- SCWK 250 - Introduction to Social Welfare
- SCWK 270 - Social Work Issues of Diversity and Oppression



- SCWK 355 - Study Tour in Social Work
- SOCI 102 - Introduction to Sociology
- SOCI 103 - Social Problems
- SOCI 104 - Global Social Problems
- SOCI 204 - Gender, Sexuality and Society
- SOCI 211 - Homelessness in U.S. Society
- SOCI 214 - Middle Eastern Societies
- SOCI 216 - Latin American Societies
- SOCI 217 - East Asian Societies: China and Japan
- SOCI 218 - Chinese Society and Culture
- SOCI 219 - Population and Society
- SOCI 220 - The Developing World
- SOCI 222 - African World Perspectives
- SOCI 230 - Art and American Society
- SOCI 232 - Understanding Japanese Society
- SOCI 238 - Game Theory and Society (formerly SOCI 338)
- SOCI 360 - Feminist Theory in Sociology
- SOCI 391 - Seminar: Social Data Analysis

#### **Additional Distribution Requirements**

With the exception of the Speaking Intensive requirement, Core Skills courses may not satisfy these requirements. Courses listed in Core Distribution Requirement areas may also be listed here.  
May be taken at anytime.

#### **Writing Intensive (CWRT):**

Select two courses from below:

XXXX 199 First Year Seminars and writing intensive XXXX 299 Second Year Seminars may also be used.

NOTE: These courses, XXXX 199 First Year Seminars and writing intensive XXXX 299 Second Year Seminars, DO NOT count toward the upper-level Writing Designated in the Major (CWRM) requirement. CWRM is an additional requirement.

- ANTH 110 - Introduction to Folklore
- ANTH 111 - Myth and Culture
- ANTH 212 - Africa Through Film
- ANTH 213 - Latin American Peoples and Cultures (beginning Spring 2012)
- ANTH 215 - The Caribbean
- ANTH 305 - Culture Change
- ANTH 307 - Anthropology of Religion
- ANTH 308 - Anthropology of Education
- ANTH 330 - Medical Anthropology
- ANTH 340 - Myths and Peoples of the Ancient Near East
- ANTH 404 - Seminar: Culture and Consciousness
- ANTH 426 - Seminar: New England Ethnic and Regional Communities
- ARTH 214 - Global Art History Study Tour
- ARTS 215 - Global Studio Art Study Tour I
- ARTS 415 - Global Studio Art Study Tour II
- CRJU 241 - Women and Violence
- CRJU 290 - Mental Health in the Criminal Justice System
- CRJU 346 - Criminal Procedure
- CRJU 347 - Restorative Justice
- CRJU 350 - Behind the Walls: Crime and Justice
- CRJU 369 - Gender, Crime and Justice
- ENGL 200 - Personal and Public Writing
- ENGL 201 - Technical Writing I
- ENGL 202 - Business Communication
- ENGL 211 - Literary Classics of Western Civilization to 1600
- ENGL 214 - The Classical Tradition
- ENGL 221 - Major British Writers to 1800

- ENGL 222 - Major British Writers since 1800
- ENGL 231 - Major American Writers to 1865
- ENGL 232 - Major American Writers since 1865
- ENGL 233 - Introduction to the African-American Novel
- ENGL 241 - Shakespeare
- ENGL 251 - Literary Themes
- ENGL 252 - Literary Types
- ENGL 253 - Non-Western Literature
- ENGL 254 - Literature for Elementary Education Majors
- ENGL 255 - East Asian Literature in Translation
- ENGL 261 - Film Study: Introduction to the Art
- ENGL 262 - Film Study: Literature and Film
- ENGL 280 - The Journalistic Essay
- GEOG 381 - Geography of Latin America
- HIST 161 - History and Culture of Mexico
- INTD 220 - Introduction to American Studies
- INTD 240 - Critical Perspectives in Women's and Gender Studies
- PHIL 212 - Philosophies of India
- PHIL 213 - Philosophies of China and Japan
- PHIL 222 - Philosophy of Law
- PHIL 225 - Philosophy of Art
- PHIL 228 - Philosophy of Religion
- PHIL 231 - Amoralism, Egoism and Altruism
- PHIL 234 - Free Will, Determinism and Responsibility
- PHIL 257 - World Philosophy
- PHIL 301 - Plato and Aristotle
- PHIL 302 - Medieval Philosophy
- PHIL 303 - Major Modern Philosophers
- PHIL 304 - 19th Century Philosophy
- PHIL 305 - American Philosophy
- PHIL 320 - Topics in Philosophy
- PHIL 402 - Knowledge and Truth
- PHIL 403 - Ethics and Action
- PHIL 404 - Mind and Language
- PHIL 405 - Metaphysics
- POLI 274 - Western Political Thought - Plato to the Present
- POLI 285 - Law and the Judicial Process
- PSYC 212 - Research Methods II
- SOCI 204 - Gender, Sexuality and Society
- SOCI 211 - Homelessness in U.S. Society
- SOCI 219 - Population and Society
- SOCI 232 - Understanding Japanese Society
- SOCI 360 - Feminist Theory in Sociology
- THEA 236 - The American Musical Theater
- WMST 240 - Critical Perspectives in Women's Studies

**Speaking Intensive (CSPI) or Additional Writing Intensive (CWRT):**

Select one course from below:

XXXX 199 First Year Seminars; speaking intensive XXXX 298 Second Year Seminars, writing intensive XXXX 299 Second Year Seminars; or a second Spoken Communication Skills course (CSPK) may be used, if not already used to fulfill another requirement.

- ANTH 130 - Introduction to Primates (beginning Spring 2011)
- ANTH 216 - Peoples and Cultures of the Middle East
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 211 - Monuments as Cultural Symbols and Emblems of Power
- ARTH 218 - History of Photography
- ARTH 311 - Orientalism

- ARTS 116 - Introduction to Digital Photography
- COMM 260 - Group Communication and Decision Making
- SOCI 230 - Art and American Society

**Writing Designated in the Major (CWRM):**

Select one course for each major as described in the major(s) requirements listed in the Academic Programs section of this catalog.

**Global Culture (CGCL):**

*Select two courses from below:*

- ANTH 100 - Introduction to Cultural Anthropology
- ANTH 110 - Introduction to Folklore
- ANTH 111 - Myth and Culture
- ANTH 120 - First Nations: Global Indigenous People
- ANTH 204 - Global Human Issues
- ANTH 206 - Native Cultures of North America
- ANTH 208 - Anthropology of Women
- ANTH 209 - Peoples and Cultures of Africa
- ANTH 212 - Africa Through Film
- ANTH 213 - Latin American Peoples and Cultures
- ANTH 215 - The Caribbean
- ANTH 216 - Peoples and Cultures of the Middle East
- ANTH 224 - Anthropology of South Asia
- ANTH 305 - Culture Change
- ANTH 307 - Anthropology of Religion
- ANTH 308 - Anthropology of Education
- ANTH 309 - Anthropology of Art
- ANTH 311 - The Emergence of Cities
- ANTH 314 - Women in Myth and Lore
- ANTH 319 - Contemporary Native Americans
- ANTH 322 - War, Peace and Culture
- ANTH 326 - African Ethnomedicine
- ANTH 328 - Archaeology of North America
- ANTH 330 - Medical Anthropology
- ANTH 331 - Political Anthropology
- ANTH 340 - Myths and Peoples of the Ancient Near East
- ANTH 355 - Anthropological Study Tour
- ANTH 404 - Seminar: Culture and Consciousness
- ANTH 417 - Seminar: She/He "Two Spirits" Gender Cross-Culturally
- ANTH 432 - Seminar: Critical Issues in Global Health
- ANTH 435 - Seminar: Global Feminism
- ARTH 103 - Survey of Ancient and Medieval Art
- ARTH 104 - Survey of Art from the 14th Century to the Present
- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 206 - History of Architecture (formerly ARTH 102)
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture
- ARTH 214 - Global Art History Study Tour
- ARTH 218 - History of Photography
- ARTH 219 - MesoAmerican Art and Architecture
- ARTH 311 - Orientalism
- ARTS 215 - Global Studio Art Study Tour I
- ARTS 415 - Global Studio Art Study Tour II
- COMM 462 - Patterns of International Communication
- CRJU 323 - Comparative Legal Systems in a Global Context
- CRJU 347 - Restorative Justice
- DANC 260 - World Dance (formerly PHED/THEA 260)
- ENGL 211 - Literary Classics of Western Civilization to 1600

- ENGL 214 - The Classical Tradition
- ENGL 253 - Non-Western Literature
- ENGL 255 - East Asian Literature in Translation
- ENGL 355 - International Study Tour
- ENSL 101 - English as a Second Language I
- ENSL 102 - English as a Second Language II
- ENSL 151 - Intermediate English as a Second Language
- GEOG 151 - Human Geography
- GEOG 171 - Geography of the Developing World
- GEOG 374 - Geography of the Middle East
- GEOG 375 - Geography of South Asia
- GEOG 381 - Geography of Latin America
- GEOG 388 - Geography of Africa
- GEOG 395 - Field Study Tour in Geography
- HIST 111 - Western Civilization to the Reformation
- HIST 112 - Western Civilization since the Reformation
- HIST 131 - World History to 1500
- HIST 132 - World History since 1500
- HIST 151 - Asian Civilization
- HIST 161 - History and Culture of Mexico
- INTD 200 - Introduction to Canadian Studies
- LAAR 101 - Elementary Arabic I
- LAAR 102 - Elementary Arabic II
- LAAR 151 - Intermediate Arabic
- LACH 101 - Elementary Chinese I
- LACH 102 - Elementary Chinese II
- LACV 101 - Elementary Cape Verdean Creole
- LAFR 101 - Elementary French I
- LAFR 102 - Elementary French II
- LAFR 251 - Intermediate French
- LAGE 101 - Elementary German I
- LAGE 102 - Elementary German II
- LAGE 151 - Intermediate German I
- LAIT 101 - Elementary Italian I
- LAIT 102 - Elementary Italian II
- LAIT 151 - Intermediate Italian I
- LAJA 101 - Elementary Japanese I
- LAJA 102 - Elementary Japanese II
- LAJA 151 - Intermediate Japanese
- LALT 101 - Elementary Latin I
- LALT 102 - Elementary Latin II
- LANG 300 - Languages of the World
- LAPO 101 - Elementary Portuguese I
- LAPO 102 - Elementary Portuguese II
- LAPO 151 - Intermediate Portuguese I
- LAPO 152 - Intermediate Portuguese II
- LARU 101 - Elementary Russian I
- LARU 102 - Elementary Russian II
- LARU 151 - Intermediate Russian I
- LASP 101 - Elementary Spanish I
- LASP 102 - Elementary Spanish II
- LASP 151 - Intermediate Spanish I
- LASP 200 - Intermediate Spanish II
- LASP 230 - Contemporary Latin American Short Story in Translation
- LASW 101 - Elementary Swahili I

- LASW 102 - Elementary Swahili II
- MGMT 357 - International Business Study Tour
- MUSC 162 - Introduction to Music of Africa
- MUSC 163 - Introduction to World Music
- PHIL 212 - Philosophies of India
- PHIL 213 - Philosophies of China and Japan
- PHIL 257 - World Philosophy
- PHIL 301 - Plato and Aristotle
- PHIL 303 - Major Modern Philosophers
- POLI 275 - Comparative Government
- PSYC 200 - Non-Western Theories of Personality
- PSYC 230 - Cross-Cultural Psychology
- SCWK 355 - Study Tour in Social Work
- SOCI 104 - Global Social Problems
- SOCI 214 - Middle Eastern Societies
- SOCI 216 - Latin American Societies
- SOCI 217 - East Asian Societies: China and Japan
- SOCI 218 - Chinese Society and Culture
- SOCI 220 - The Developing World
- SOCI 222 - African World Perspectives
- SOCI 232 - Understanding Japanese Society
- THEA 222 - Asian Theater

#### **Multiculturalism (CMCL):**

Select one course from below:

- ANTH 100 - Introduction to Cultural Anthropology
- ANTH 115 - Anthropology of Race, Class, and Gender
- ANTH 204 - Global Human Issues
- ANTH 206 - Native Cultures of North America
- ANTH 208 - Anthropology of Women
- ANTH 209 - Peoples and Cultures of Africa
- ANTH 212 - Africa Through Film
- ANTH 213 - Latin American Peoples and Cultures
- ANTH 215 - The Caribbean
- ANTH 216 - Peoples and Cultures of the Middle East
- ANTH 306 - Urban Anthropology
- ANTH 308 - Anthropology of Education
- ANTH 311 - The Emergence of Cities
- ANTH 315 - Ethnic Experience in America
- ANTH 319 - Contemporary Native Americans
- ANTH 322 - War, Peace and Culture
- ANTH 326 - African Ethnomedicine
- ANTH 330 - Medical Anthropology
- ANTH 331 - Political Anthropology
- ANTH 355 - Anthropological Study Tour
- ANTH 396 - Special Topics in Cultural Anthropology
- ANTH 417 - Seminar: She/He "Two Spirits" Gender Cross-Culturally
- ANTH 420 - Visual Anthropology
- ANTH 426 - Seminar: New England Ethnic and Regional Communities
- ANTH 432 - Seminar: Critical Issues in Global Health
- ANTH 435 - Seminar: Global Feminism
- ARTH 203 - American Art and Architecture
- ARTH 205 - Asian Art Survey: India, China and Japan
- ARTH 207 - Introduction to African Art
- ARTH 208 - Survey of Islamic Art and Architecture

- ARTH 211 - Monuments as Cultural Symbols and Emblems of Power
- ARTH 214 - Global Art History Study Tour
- ARTH 217 - African-American Art
- ARTH 218 - History of Photography
- ARTH 220 - United States Art Study Tour
- ARTH 308 - Women in the Visual Arts
- ARTH 311 - Orientalism
- COMM 365 - Introduction to Intercultural Communication
- CRJU 241 - Women and Violence
- CRJU 290 - Mental Health in the Criminal Justice System
- CRJU 347 - Restorative Justice
- CRJU 350 - Behind the Walls: Crime and Justice
- CRJU 358 - Race, Class, Crime and Justice
- CRJU 369 - Gender, Crime and Justice
- ENGL 233 - Introduction to the African-American Novel
- ENGL 255 - East Asian Literature in Translation
- ENGL 324 - Language and Society
- GEOG 151 - Human Geography
- GEOG 171 - Geography of the Developing World
- GEOG 374 - Geography of the Middle East
- GEOG 375 - Geography of South Asia
- GEOG 381 - Geography of Latin America
- GEOG 395 - Field Study Tour in Geography
- HIST 111 - Western Civilization to the Reformation
- HIST 112 - Western Civilization since the Reformation
- HIST 131 - World History to 1500
- HIST 132 - World History since 1500
- HIST 151 - Asian Civilization
- HIST 161 - History and Culture of Mexico
- INTD 240 - Critical Perspectives in Women's and Gender Studies
- INTD 265 - Introduction to GLBT Studies
- LANG 350 - International Women's Cinema
- LASP 230 - Contemporary Latin American Short Story in Translation
- MUSC 166 - Survey of Jazz
- PHIL 212 - Philosophies of India
- PHIL 232 - Philosophy and Feminist Thought
- POLI 275 - Comparative Government
- PSYC 200 - Non-Western Theories of Personality
- PSYC 230 - Cross-Cultural Psychology
- SCWK 270 - Social Work Issues of Diversity and Oppression
- SOCI 102 - Introduction to Sociology
- SOCI 103 - Social Problems
- SOCI 104 - Global Social Problems
- SOCI 204 - Gender, Sexuality and Society
- SOCI 214 - Middle Eastern Societies
- SOCI 216 - Latin American Societies
- SOCI 217 - East Asian Societies: China and Japan
- SOCI 220 - The Developing World
- SOCI 222 - African World Perspectives
- SOCI 360 - Feminist Theory in Sociology
- SPED 203 - Cultural Diversity Issues in School and Society
- THEA 222 - Asian Theater
- WMST 240 - Critical Perspectives in Women's Studies

**Application of Quantitative Reasoning Skills (CQR):**

Select one course from below, or a second Mathematical Reasoning course may be taken (CMAR):

- ACFI 100 - Fundamentals of Financial Reporting
- ACFI 150 - Personal Finance
- ACFI 200 - Financial Accounting
- ACFI 240 - Principles of Accounting I
- ACFI 241 - Principles of Accounting II
- ACFI 340 - Intermediate Accounting I
- ACFI 341 - Intermediate Accounting II
- ACFI 350 - Managerial Accounting
- ACFI 385 - Managerial Finance
- BIOL 297 - Biometry
- CHEM 141 - Chemical Principles I
- CHEM 142 - Chemical Principles II
- CRJU 430 - Analyzing Criminal Justice Data
- ECON 210 - Statistics for Economics and Business
- GEOG 221 - Meteorology
- GEOG 315 - Quantitative Geography
- PHIL 310 - Symbolic Logic
- PHYS 100 - Physics in the Natural World
- PHYS 102 - Modern Physics for the Humanist
- PHYS 107 - Exploring the Universe
- PHYS 180 - Energy and its Social Uses
- PHYS 181 - Elements of Physics I
- PHYS 182 - Elements of Physics II
- PHYS 183 - Aviation Physics
- PHYS 243 - General Physics I
- PHYS 244 - General Physics II
- POLI 250 - Research Methods in Political Science
- PSYC 201 - Statistics for Psychology
- PSYC 211 - Research Methods I
- PSYC 212 - Research Methods II
- SCWK 375 - Data Analysis for Social Work
- SOCI 238 - Game Theory and Society (formerly SOCI 338)
- SOCI 391 - Seminar: Social Data Analysis

**United States and Massachusetts Constitutions (CUSC):**

Select one course from below:

- ACFI 305 - Business Law I
- HIST 221 - United States History and Constitutions to 1865
- HIST 222 - United States History and Constitutions since 1865
- POLI 172 - Introduction to American Government
- POLI 277 - American Government: State and Local
- POLI 279 - Introduction to Public Administration
- POLI 285 - Law and the Judicial Process

Seminars:

Each seminar may also fulfill a Core Distribution Requirement and an Additional Distribution Requirement.

**XXXX 199 First Year Seminar (CFYS)**

**XXXX 298 Second Year Seminar (Speaking Intensive) (CSYS)**

Prerequisite: ENGL 101 and XXXX 199 First Year Seminar (CFYS) and a speaking intensive skills requirement (CSPK)

or

**XXXX 299 Second Year Seminar (Writing Intensive) (CSYS)**

Prerequisite: ENGL 101 and ENGL 102 and XXXX 199 First Year Seminar (CFYS)

**NOTE:** XXXX 299 Second Year Seminar (Writing Intensive) (CSYS) CAN NOT count toward the upper-level Writing Designated in the Major (CWRM) requirement.



Bridgewater State University considers any student with fewer than 24 credit hours to be a 1<sup>st</sup> year student and any student with 24-53 earned credit hours to be a 2<sup>nd</sup> year student.

**NOTE(S):**

- Only certain BSU courses have been approved for use in the core curriculum. Please see [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum) for a complete list of approved courses and for the most up-to-date information regarding the core curriculum.
- Students who entered BSU in the fall of 2006 or later as first time students to BSU **MUST** follow the new core curriculum.
- Students who matriculated at BSU prior to fall 2006 may petition to follow an earlier catalog.
- Students who transfer more than 23 credits to BSU will have the CFYS (First Year Seminar) waived. Students who transfer more than 53 credits will have the CSYS (Second Year Seminar) waived. However, transfer students will still need to fulfill the Writing Intensive and Speaking Intensive requirements.
- Appeals will be heard by the associate dean of Humanities and Social Sciences.
- Transfer students who believe that they have met the outcomes for a BSU Core Curriculum requirement by taking a course at another college or university should submit a Core Curriculum Substitution form to the Office of the Dean of Humanities and Social Sciences. Substitution requests for science and mathematics requirements should be submitted to the Office of the Dean of Science and Mathematics.
- First Year Seminars may not count toward the major or minor. Second Year Seminars may be used for the major or minor, if specifically permitted by the major or minor.
- Students may take only one First Year Seminar (XXXX 199) and one Second Year Seminar (XXXX 298 or XXXX 299).

**Note(s):**

- \* Must be completed in the first year
- \*\* Must be completed before the end of the second year
- \*\*\* May be taken anytime

## CORE CURRICULUM COURSE NOTATIONS

Courses that satisfy the BSU core curriculum requirements are designated in the course description by one or more of the codes listed below.

Code	Requirement(s) which the Course Satisfies
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### CORE SKILLS REQUIREMENTS

CWR1	Writing I
CWR2	Writing II
CLOR	Foundations of Logical Reasoning
CMAR	Foundations of Mathematical Reasoning
CSPK	Spoken Communication

### CORE DISTRIBUTION REQUIREMENTS

CFPA	Fine and Performing Arts
CHUM	Humanities
CNSL	Natural Sciences-Laboratory
CNSN	Natural Sciences-Non Laboratory
CSOC	Social and Behavioral Sciences

### ADDITIONAL DISTRIBUTION REQUIREMENTS

CWRT	Writing Intensive
CSPI	Speaking Intensive
CGCL	Global Culture
CMCL	Multiculturalism
CQUR	Application of Quantitative Skills
CUSC	United States and Massachusetts Constitutions

### SEMINARS

CFYS	First Year Seminar
CSYS	Second Year Seminar

### UPPER-LEVEL WRITING DESIGNATED IN THE MAJOR

CWRM	Upper -level writing designated in the major
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# HOW TO READ COURSE DESCRIPTIONS

## COURSE NUMBERING SYSTEM

100 - 299	Introductory courses or courses normally taken during the freshman and sophomore years.
300 - 399	Courses normally taken in the junior or senior years.
400 - 499	Courses normally taken by seniors; open to graduate students if noted.
500 - 699	Courses open only to graduate students.

## CORE CURRICULUM REQUIREMENT NOTATIONS

Courses designated as satisfying core curriculum requirements are noted as such in the course description by a code (i.e., CSOC equates to Social or Behavioral Science).

See in this catalog for more detailed information. Core Curriculum Course Notations

For a listing of core curriculum requirements and the academic categories under which they fall, please refer to the "Core Curriculum Requirements" section of this catalog.

## PREREQUISITE NOTATIONS

Prerequisites, if any, are indicated in the course description. Students must have the necessary prerequisite for each course. Prerequisites are indicated with the individual course listing and are enforced at the time of registration. Prerequisite courses taken at institutions other than Bridgewater State University must be documented (transcript or grade report, and in some cases course description) prior to registration.

Students who wish to enroll in a course without the prerequisite must obtain a Prerequisite Override form prior to registering for the course. The form must be signed by the chairperson of the department through which the course is offered and, in some cases, the instructor of the course. Students seeking an override of professional education prerequisites for courses taught through the College of Education and Allied Studies must complete a Request for a Student to Take an Upper Level Professional Education Course Without Formal Program Admission to a Professional Education Program form and obtain all required signatures.

## SEMESTER NOTATIONS

In some course descriptions, a semester designation indicating when the course can normally be expected to be offered is noted. This information is provided to assist students and their advisers in planning their programs. Please note, however, that all course listings published are subject to change, and that the college reserves the right to cancel courses or sections with inadequate enrollment.

## FORMER COURSE NUMBER NOTATIONS

Some courses have had a recent change in their course number. The former number is noted in the course description. Credit will not be given for a course repeated under a different number.

## CROSS-LISTED COURSES

In some cases, a course in one discipline may be cross-listed with another course in a different discipline. Course descriptions will be listed under each course prefix in the appropriate discipline. For example, ATTR/PHED 511 Research Methods in Physical Education will be listed under ATTR (Athletic Training) and PHED (Physical Education). Students may enroll in such courses under either discipline, but not both.

## ADDENDA NOTATIONS

Changes to course descriptions effective the spring semester following the publication of the current catalog are identified in the individual course description by the following notation: "Catalog Addenda: *This course has been changed effective spring 20xx. Please click on the icon above.*"

For a listing of new courses effective the spring semester following the publication of the current catalog go to "Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog." under the Course

Descriptions section of this catalog.

## **MEETING TIMES**

Courses offered during evening hours normally meet once a week for a full semester or a quarter. Unless specified otherwise, day session courses meet for three 50-minute periods or two 75-minute periods per week for one semester. Departures from this rule, such as laboratory and studio periods and quarter courses, are indicated in the course description.

# COURSE DESCRIPTIONS

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.

*The course descriptions include all courses that are taught for academic credit at the university. They are arranged in alpha-numerical sequence by course subject code. At present, the majority of the 500-600 level courses are offered in the evening hours. Students should be aware that not all courses are offered in the evening or every semester.*

*Students who are only able to enroll in classes 4 pm or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor. Students are urged to consult "Available Course Sections" under InfoBear at [www.bridgew.edu](http://www.bridgew.edu) each semester to determine when specific courses are offered.*

[Click here to view how to read course descriptions.](#)

## ■ ACCOUNTING AND FINANCE

### **ACFI 100 - Fundamentals of Financial Reporting (3 credits)**

This course provides a general introduction to financial reporting issues. The topics covered will be an introduction to the basic financial statements: income statement, balance sheet and the cash statement. It will also cover internal control, ratio analysis and the financial reporting of accounts receivable, inventory, long-term assets, liabilities and stockholders' equity. (CQUR)

### **ACFI 150 - Personal Finance (3 credits)**

This course examines a range of alternative investments with regard to risk and liquidity. It analyzes and compares such investments as real estate, business ownership, securities and other investment types, considering the effects of taxation and inflation. (CQUR)

### **ACFI 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **ACFI 200 - Financial Accounting (3 credits)**

*Prerequisite: ACFI 100*

This course will develop the student's knowledge of both the preparation and use of financial statements as they relate to the fields of accounting and finance. Course coverage will include in-depth review of the accounting cycle, concentrating on the adjustment process and the articulation and preparation of the financial statements. The course will place emphasis on accounts receivable, inventory and cost of goods sold, property, plant and equipment, debt, equity and financial ratios and techniques to interpret the quality of earnings of publicly-held corporations. (CQUR)

### **ACFI 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ACFI 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more*

*transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ACFI 305 - Business Law I (3 credits)**

The course is a study of the law and the judicial process including tort law, criminal law, agency law, administrative law and constitutional law. The course emphasizes the common law of contracts. *Offered either semester.* (CUSC)

### **ACFI 339 - Entrepreneurial Consulting (3 credits)**

*Prerequisite: Junior or senior standing*

This course will provide guidance to learn the necessary content, to practice skills and bring into play the student's knowledge as they work with a client throughout the semester to create deliverables that bring value to the client's business. At the end of the semester, the deliverables which have been produced on a weekly basis during the semester are included in an end of semester consulting report that is written to and for the client.

### **ACFI 340 - Intermediate Accounting I (3 credits)**

*Prerequisite: ACFI 200 or ACFI 241*

This course develops an understanding of generally accepted accounting principles, the conceptual framework and accounting information systems. Financial statements, cash, temporary investments, receivables and inventories are studied in depth. *Offered fall semester.* (CQUR)

### **ACFI 341 - Intermediate Accounting II (3 credits)**

*Prerequisite: ACFI 340*

This course is a continuation of ACFI 340. Topics covered include a continuation of inventory valuation, the acquisition, use and retirement of fixed assets, intangible assets, current and long-term liabilities, retained earnings and capital stock. *Offered spring semester.* (CQUR)

### **ACFI 350 - Managerial Accounting (3 credits)**

*Prerequisite: ACFI 100 or ACFI 241*

This course is a study of management's use of accounting information to make decisions related to planning, controlling and evaluating the organization's operations. The behavior and management costs, as well as techniques used to evaluate and control results of operations, are discussed. Topics will include cost terminology, cost behavior, cost-volume-profit analysis, job order costing, activity-based costing, segment reporting, budgeting, standards, performance measures and variance analysis, evaluation of decentralized operations and differential analysis techniques. This course is presented from the perspective of the user of accounting information rather than the preparer of such information. Analytical problem-solving techniques and the use of electronic spreadsheets will be utilized as decision-making tools. *Offered either semester.* (CQUR)

### **ACFI 385 - Managerial Finance (3 credits)**

*Prerequisite: ACFI 100 or ACFI 241; and ECON 210*

This course provides an understanding of the finance function and the responsibilities of the financial manager. Concepts and tools for use in effective financial decision-making and problem-solving will be developed. Ratio analysis, funds, flow, forecasting, current assets management, budgeting, credit services, formation and cost of capital and impact of operating and financial leverages will be covered. *Offered either semester.* (CQUR)

### **ACFI 402 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

In this course, one-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. This course may be taken twice for a maximum of six credits.

### **ACFI 406 - Legal and Regulatory Processes (3 credits)**

*Prerequisite: ACFI 305*

This course is a study of the basic legal principles encountered in the various forms of business organizations and the study of the Uniform Commercial Code chapters on Sales, Commercial Paper, Bank Deposits and Collections and Secured Transactions. *Offered spring semester.*

**ACFI 430 - Cost Accounting (3 credits)**

*Prerequisite: ACFI 340 and ACFI 350*

Basic cost concepts and cost procedures for manufacturing enterprises are studied in this course. Job order product costing will be emphasized. Topics will include manufacturing cost-flow concepts, procedure and controls, factory and departmental burden rates and inventory-costing methods. *Offered spring semester.*

**ACFI 445 – Auditing (3 credits)**

*Prerequisite: ACFI 341; or may be taken concurrently with ACFI 341 with consent of instructor*

The qualifications and professional code of conduct of the auditor are discussed in this course. Attention will be focused upon auditing procedures, including the preparation of audit working papers and other steps required in the course of an audit. *Offered spring semester.*

**ACFI 455 - International Finance (3 credits)**

*Prerequisite: ACFI 385*

This course surveys the financial management of multinational corporations. After reviewing foreign exchange rate determinations, it then covers such timely topics as exchange risks, hedging, interest rate arbitrage, insurance and guarantee programs and international capital markets. Analysis is made of multinational capital budgeting techniques, the cost of capital and working capital management in a multinational corporate setting. *Offered spring semester. May be taken for graduate-level credit.*

**ACFI 460 - Advanced Accounting I (3 credits)**

*Prerequisite: ACFI 341*

This course covers accounting for investments, business combinations, segmental reporting of business entities and not-for-profit and government accounting. *Offered fall semester.*

**ACFI 465 - Options and Futures Markets (3 credits)**

*Prerequisite: ACFI 490*

This course familiarizes the student with two little-known but potentially titanic markets in the securities industry. Both options and futures are the wave of things to come. The course begins with a historical account of the origins of the two markets and then an examination of the mechanisms of both markets. Much time is spent on hedging techniques and on the application of futures contracts to the food industries and to banking and life insurance. *Offered spring semester. May be taken for graduate-level credit.*

**ACFI 466 - Federal Taxation (3 credits)**

This course provides a background in Federal Income Tax Law and the regulations of the Treasury Department. Primarily, it deals with the basic philosophy of taxation, taxable income, allowable deductions and gains and losses in sales and exchanges of property for the individual taxpayer. The development of the ability to utilize various references in dealing with tax problems will be emphasized. Tax planning will be discussed. *Offered fall semester.*

**ACFI 467 - Advanced Taxation (3 credits)**

*Prerequisite: ACFI 466*

This course examines federal income tax law and regulations applicable to partnerships, corporations and fiduciaries in greater depth. The course also covers federal gift and estate tax principles, reorganizations, personal holding companies and the accumulated earnings tax. Tax planning, including timing of transactions, appropriate forms of transactions, election of methods when alternative methods are made available under the law and other lawful means to minimize the impact of taxation will be emphasized. Procedures in the settlement of tax controversies are also included.

**ACFI 470 - Financial Information Systems and Control (3 credits)**

*Prerequisite: ACFI 200 or ACFI 241; and COMP 105*

This course integrates business processes and procedures as they relate to an organization's total information system. Students will study the design and implementation of information systems and the controls required to maintain the integrity of business information. Topics will include information systems, enterprise systems, e-Business systems, design of flowcharts, data flow diagrams, database management, internal control, computerized financial reporting and the impact of financial reporting on various elements of the organization. The purchase decision for hardware and software and exposure to various reporting packages will also be covered.

**ACFI 476 - Insurance and Risk Management (3 credits)**

*Prerequisite: ACFI 200 or ACFI 241; and ACFI 385*

This course is designed to provide an understanding of the fundamental concepts of risk management in the areas of employee benefit programs, property damage and liability exposures and other business needs for insurance. The course will also provide an overview of the risk-bearing industry, its function and importance and its relevance in today's business markets. Emphasis will be placed on the insurance contracts themselves and the rating plans available. *Offered fall semester. May be taken for graduate-level credit.*



**ACFI 480 - Special Topics in Accounting (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic*

In this course, special topics of current relevance in accounting will be offered from time to time. The topic to be addressed will be announced in preregistration publications. This course may be taken more than once with consent of the department chairperson.

**ACFI 481 - Special Topics in Finance (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic*

In this course, special topics of current relevance in finance will be offered from time to time. The topic to be addressed will be announced prior to registration. This course may be taken more than once with consent of the department chairperson.

**ACFI 485 - Capital Budgeting (3 credits)**

*Prerequisite: ACFI 200 or ACFI 241; and ACFI 385*

This course explores the decision processes involved in the securing of long-term physical corporate assets, or in committed long-term intangible assets, including spreadsheet analysis of cash flows, tax implications, decision-making criteria, risk analysis and the computation of cost of capital. *Offered spring semester. May be taken for graduate-level credit.*

**ACFI 486 - Real Estate Investment and Finance (3 credits)**

*Prerequisite: ACFI 200 or ACFI 241; and ACFI 385*

This course is designed to provide a comprehensive overview of the subject of real estate finance, including such topics as valuation and appraisal, market analysis, mortgages, inflation effect on real estate markets, taxes and legal considerations. This course will emphasize the fundamental theories that lead to current practice in today's market conditions and is designed for those finance majors interested in pursuing careers in real estate management, as well as those interested in broadening their understanding of this investment option.

*Offered fall semester. May be taken for graduate-level credit.*

**ACFI 490 – Investments (3 credits)**

*Prerequisite: ACFI 200 or ACFI 241; and ACFI 385*

This course provides an understanding of the methods and techniques utilized in analyzing various securities for investment purposes. The importance of the business cycle, economy and regulation will also be addressed. *Offered fall semester. May be taken for graduate-level credit.*

**ACFI 491 - Mutual Funds Management (3 credits)**

*Prerequisite: ACFI 385 or ACFI 505*

This course is an in-depth study of the mutual fund industry. A study of mutual funds involves an understanding of the investment process, fund management, promotion and pricing strategies. This course covers the history, the current players and the future challenges of the mutual fund industry. *May be taken for graduate-level credit.*

**ACFI 492 - Advanced Financial Reporting (3 credits)**

*Prerequisite: ACFI 341*

This course is a continuation of ACFI 341. Topics covered include revenue recognition, income taxes, pensions, leases and financial reporting. Financial reporting will focus on accounting changes, disclosure requirements and the statement of cash flows. *Offered fall semester.*

**ACFI 498 - Internship in Accounting (3-15 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

This course is a non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. This course may be repeated for a maximum of 15 credits. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**ACFI 499 - Directed Study in Accounting (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**ACFI 500 - Foundations of Financial and Managerial Accounting (3 credits)**

*Prerequisite: Admitted to MBA program or consent of department*

This course provides a general introduction to financial reporting issues and managerial accounting practices to prepare students for upper-level graduate courses. Topics covered include introduction to financial statements (income statement, balance sheet and the statement of cash flows) as well as ratio analysis and selected managerial accounting topics. Material will be presented from a user-orientation perspective. Topics will be covered with an emphasis on breadth rather than depth of coverage.

**ACFI 501 - Foundations of Corporate Finance (3 credits)**

*Prerequisite: ACFI 500 and ECON 501*

The concepts of financial planning, analysis, forecasting and control are integrated within the course utilizing cases and problems. Emphasis is on financial decision making from the perspective of the business firm. Topics covered include time value of money, ratio analysis, capital budgeting, risk, cost of capital, valuation and related financial topics.

**ACFI 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ACFI 506 - Business Law II (3 credits)**

*Prerequisite: ACFI 305*

This course is a study of the basic legal principles encountered in the various forms of business organizations and the study of the Uniform Commercial Code chapters on sales, commercial paper, bank deposits, and collections and secured transactions. *Offered spring semester.*

**ACFI 530 - Cost Accounting (3 credits)**

*Prerequisite: ACFI 340 and ACFI 350*

Basic cost concepts and cost procedures for manufacturing enterprises are studied in this course. Job order product costing will be emphasized. Topics will include manufacturing cost-flow concepts, procedure and controls, factory and departmental burden rates and inventory-costing methods.

**ACFI 545 – Auditing (3 credits)**

*Prerequisite: ACFI 341 with a minimum grade of "B-", or waiver upon acceptance; and enrollment in MSA, MBA or Graduate Certificate in Accounting*

The qualifications and professional code of conduct of the auditor are discussed in this course. Attention is focused upon auditing procedures including the preparation of audit working papers and other steps required in the course of an audit. *Offered spring semester.*

**ACFI 546 - Internal Audit and Control (3 credits)**

*Prerequisite: ACFI 341 with a minimum grade of "B-", or waiver upon acceptance; and enrollment in MSA, MBA or Graduate Certificate in Accounting*

The course covers the internal audit profession, the professional code of conduct of the auditors, the role of internal audit in business and the practices and procedures employed in internal auditing. It includes enterprise risk management, internal control management and the models used in business.

**ACFI 550 - Accounting for Managerial Decision Making (1.5 credits)**

*Prerequisite: ACFI 500 with a minimum grade of "B-", or waiver upon acceptance*

This course focuses on the study of management's use of accounting information to make decisions related to planning, controlling and evaluating the organization's operations. Utilizing case studies and lectures, covered topics include contemporary management accounting practices and techniques, product costing, cost behavior, cost/benefit analysis, cost-volume-profit analysis, operations budgeting, responsibility accounting, segment reporting, activity-based costing and just-in-time production systems.

**ACFI 551 - Financial Management (1.5 credits)**

*Prerequisite: ACFI 501*

This course involves the study of the techniques of financial decision making within corporations. Lectures, case studies, problem solving and readings focus on risk analysis, cost-of-capital concepts, money markets, capital markets and selected topics which promote the understanding of modern financial management.

**ACFI 560 - Advanced Accounting (3 credits)**

*Prerequisite: ACFI 341 and enrollment in MSA, MBA or Graduate Certificate in Accounting*

This course covers accounting for investments, business combinations, segmental reporting of business entities and not-for-profit and government accounting. *Offered fall semester*

**ACFI 566 - Federal Income Taxation I (3 credits)**

This course provides a background in Federal Income Tax Law and the regulations of the Treasury Department. Primarily, it deals with the basic philosophy of taxation, taxable income, allowable deductions and gains and losses in sales and exchanges of property for the individual taxpayer. The development of the ability to utilize various references in dealing with tax problems will be emphasized. Tax planning will be discussed.

**ACFI 567 - Corporate Taxation (3 credits)**

*Prerequisite: ACFI 566 with a minimum grade of "B-", or equivalent*

This course examines federal income tax law and regulations, with emphasis on topics applicable to partnerships, corporations, "S" corporations and fiduciaries in greater depth. Federal gift and estate tax principles, liquidations and reorganizations are also covered. Tax planning and tax research are emphasized, including timing of transactions, appropriate forms of structuring transactions, election of alternative methods and other lawful means to minimize the impact of taxation.

**ACFI 570 - Financial Information Systems Control (3 credits)**

*Prerequisite: ACFI 200 or ACFI 241; and COMP 105*

This course integrates business processes and procedures as they relate to an organization's total information system. Students will study the design and implementation of information systems and the controls required to maintain the integrity of business information. Topics will include information systems, enterprise systems, e-Business systems, design of flowcharts, data flow diagrams, database management, internal control, computerized financial reporting and the impact of financial reporting on various elements of the organization. The purchase decision for hardware and software and exposure to various reporting packages will also be covered.

**ACFI 580 - Special Topics in Accounting (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic*

In this course, special topics of current relevance in accounting will be offered from time to time. The topic to be addressed will be announced prior to registration. This course may be taken more than once with consent of the department chairperson.

**ACFI 581 - Special Topics in Finance (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic*

In this course, special topics of current relevance in finance will be offered from time to time. The topic to be addressed will be announced in preregistration publications. This course may be taken more than once with consent of the department chairperson.

**ACFI 592 - Advanced Financial Reporting (3 credits)**

*Prerequisite: ACFI 341*

Topics covered in this course include revenue recognition, income taxes, pensions, leases and financial reporting. Financial reporting will focus on accounting changes, disclosure requirements and the statement of cash flows.

**ACFI 593 - Financial Statement Analysis (3 credits)**

*Prerequisite: ACFI 385 or ACFI 505*

This course covers current techniques and applications of financial statement analysis; exposes students to the contemporary financial reporting environment and current reporting practices of companies; and analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports and related disclosure issues.

**ACFI 595 - Accounting Seminar (Capstone) (3 credits)**

*Prerequisite: ACFI 341 and completion of 18 credits of graduate course work*

This capstone course develops an integrated understanding of generally accepted accounting principles along with the underlying concepts of accounting conventions. Emphasis is placed on current developments, recent FASB pronouncements, and the role of the Securities Exchange Commission. Guest speakers augment student presentations and seminar discussions.

## Accounting and Finance: Other Approved Courses

**ACFI 240 - Principles of Accounting I (3 credits)**

This course involves the preparation and analysis of accounting statements. Areas covered in detail include cash, receivables, merchandise accounting, internal control, inventory valuation and corporate financial reporting. *Offered either semester. (CQR)*

**ACFI 241 - Principles of Accounting II (3 credits)**

*Prerequisite: ACFI 240*

This course is a continuation of Accounting I. Areas covered include operating assets, property plant and equipment, current liabilities, long term liabilities, stockholder's equity and financial statement analysis. *Offered either semester. (CQR)*

**ACFI 399 - Special Topics in Accounting/Finance (3 credits)**

Special topics will be offered in accounting, finance and related subjects. This course may be taken more than once for different topics.

**ACFI 400 - Honors Tutorial (3 credits each semester)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

Special topics in accounting and finance will be covered in this course. Three hourly meetings weekly. *Offered fall semester.*

**ACFI 401 - Honors Tutorial (3 credits each semester)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

Special topics in accounting and finance will be covered in this course. Three hourly meetings weekly. *Offered spring semester.*

**ACFI 431 - Cost Accounting II (3 credits)**

*Prerequisite: ACFI 341*

This course is a continuation of Cost Accounting I. Additional study of process cost systems, in-depth study variance analysis, in-depth study of performance measurement, transfer pricing, accounting for by-products and spoilage. The course will also introduce capital budget concepts.

**ACFI 505 - Accounting and Finance for Managers (3 credits)**

This course presents the fundamentals of accounting and finance to graduate students who have not previously studied these subjects or who need a review of them. Credit cannot be applied toward a graduate degree program.

**ACFI 510 - Accounting for School Business Managers (3 credits)**

The intent of this course is to deepen the student's understanding and appreciation for the role that accounting in not-for-profit/municipal settings plays in the daily running of school systems and individual schools. Accounting principles, basics and uses in the public school financing arena will be covered as well as liabilities, inventories, payroll, audits and the state school accounting systems with its year-end reports.

## ■ ANTHROPOLOGY

**ANTH 100 - Introduction to Cultural Anthropology (3 credits)**

This course introduces basic anthropological concepts and methods of cultural analysis. The problems of ethnocentricity and human cultural variability in human societies of different times and places will be studied. *Offered either semester. (CGCL; CMCL; CSOC)*

**ANTH 101 - Biological Anthropology (3 credits)**

This course covers the following areas: divisions of anthropology, theories and principles of evolution, primate and hominid evolution and behavior, origins of hominid physical and cultural development and concepts of racial variation. *Offered either semester. (CSOC)*

**ANTH 103 - Introduction to Archaeology (3 credits)**

This course examines research methods, systems of data recording, and analysis and reconstruction of cultural lifeways of past cultures. The conceptual bases of the study of the past are explored through material culture. *Offered either semester. (Formerly ANTH 302) (CSOC)*

**ANTH 110 - Introduction to Folklore (3 credits)**

This course explores the meanings and subdivisions of folklore: myth, folktale, proverb, riddles and folklife. It covers the analysis of story elements, major folklore areas and the role of folklore and folklife in society and culture. *Offered either semester. (CGCL; CSOC; CWRT)*

**ANTH 111 - Myth and Culture (3 credits)**

This course introduces the cross-cultural approach to world mythology. Myths of our own and other cultures will be analyzed using several theoretical approaches. Myth will be examined as a fundamental human function, necessary for the well-being of cultures. *Offered either semester. (CGCL; CSOC; CWRT)*

**ANTH 115 - Anthropology of Race, Class, and Gender (3 credits)**

This course will introduce students to how concepts of race, class, and gender have been constructed cross-culturally. Students will use cross-cultural ethnographic examples from egalitarian, ranked and stratified societies to examine how systems of social inequality based on race, class and gender are created and maintained; how these social categories are used to promote group loyalties and allegiances; and how global community building can occur across social divides of gender, social class, race, ethnicity and/or nationhood. *Offered either semester. (CMCL; CSOC)*

**ANTH 120 - First Nations: Global Indigenous People (3 credits)**

This course will introduce students to First Nations or indigenous people globally. Students will investigate past and contemporary native indigenous ways of life, using examples from Native North and South America, Australia, Africa and the Pacific Islands, among others. Students will investigate issues of indigenous cultural survival, the current political and economic status of indigenous communities, issues of self-determination, global human rights and pan-tribalism. *Offered either semester. (CGCL; CSOC)*

**ANTH 130 - Introduction to Primates (3 credits)**

This course will provide an introduction to variations among modern nonhuman primates -- monkeys, apes and prosimians. The course will examine the social behavior of these animals, drawing links to human behavior that will allow an investigation into primate similarities and differences, and where humans are unique. The origins of cultural behavior, along with diet and morphology, will be explored within an ecological context. The nature of learned behavior, dependence on social relationships for survival, competition for resources and the importance of cultural understanding to achieve goals will be major themes. Evolutionary theory and conservation will provide much of the framework for our studies. *Offered spring semester.* (CSOC; CSPI beginning spring 2011)

**ANTH 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**ANTH 204 - Global Human Issues (3 credits)**

This interdisciplinary course treats major world problems with particular emphasis upon those faced by non-Western peoples. The interdependence between economically developed and underdeveloped parts of the world will be explored according to such themes as collective versus individual good, short-versus long-term planning and cooperation versus competition. *Offered either semester.* (Formerly ANTH 104) (CGCL; CMCL; CSOC)

**ANTH 206 - Native Cultures of North America (3 credits)**

This cross-cultural course studies the tribal cultures of the United States, Canada and Mexico. Emphasis will be placed on developing an understanding of Native American cultural systems in their traditional settings and on the current status of Native American interaction with government policies and attitudes. *Offered either semester.* (CGCL; CMCL; CSOC)

**ANTH 208 - Anthropology of Women (3 credits)**

This course will investigate the relative status of women cross-culturally in a range of non-Western settings, including hunter-gatherer bands, horticultural societies, peasantry, nomadic pastoralists and contemporary industrial societies. Women will be examined as they relate to economic resources, political power and authority, kin and non-kin and in religion, myth and lore. Students will analyze conceptually and through cross-cultural data what is meant by sex roles, how they vary cross-culturally and how they are negotiated and maintained. *Offered either semester.* (CGCL; CMCL; CSOC)

**ANTH 209 - Peoples and Cultures of Africa (3 credits)**

A survey of the multiplicity of ways in which contemporary societies, rural and urban, arrange their ways of life in a rapidly changing Africa. *Offered either semester.* (CGCL; CMCL; CSOC)

**ANTH 212 - Africa Through Film (3 credits)**

This course examines current socio-cultural, political and economic issues pertaining to Africa and its people using documentary films, video clips, ethnographies and other visual media. Emphasis will be on the use of contemporary media to address important issues pertaining to African people's lives, such as the HIV/AIDS pandemic, poverty, social problems, community development, economic resources, genocide, conflicts and other forms of violence, climate change and politics. In this course, visual media will be used as a tool to educate students on local and global issues relevant to the African continent. *Offered every other year.* (CGCL; CMCL; CSOC; CWRT)

**ANTH 213 - Latin American Peoples and Cultures (3 credits)**

This course will investigate the culture, history and development of selected Latin American regions and their contemporary relations with the United States. Mexico/Guatemala and Central and South America will be studied by means of ethnographic and cross-cultural documents of the past and present which reveal changing conditions of society, land ownership, ethnicity and political allegiance. *Offered either semester.* (CGCL; CMCL; CSOC; CWRT beginning spring 2012)

**ANTH 215 - The Caribbean (3 credits)**

This course examines the creation of Caribbean cultures and societies over 500 years of European conquest and colonization, the impact of the slave trade, emancipation, independence movements and postcolonial state formation. The course explores everyday life in contemporary Caribbean societies considering the intersections of nationality, class, ethnicity, race, gender and religion on the formation of diverse and complex cultures. *Offered fall semester.* (CGCL; CMCL; CSOC; CWRT)



**ANTH 216 - Peoples and Cultures of the Middle East (3 credits)**

The Middle East was the cradle of the world's earliest civilizations and has made immense contributions to the development of agriculture, pastoralism, urbanization and organized religion. Today it remains an extraordinarily important and volatile crossroads for world culture. The course will examine both ancient and modern cultures within this diverse region from a cross-cultural perspective. The study will include kinship patterns, social organization, political structures, subsistence strategies and belief systems. The course will pay particular attention to the role of modern peoples in shaping the world stage, both in reaction to and in harmony with the introduction of Western ideologies and economics. *Offered either semester.* (CGCL; CMCL; CSOC; CSPI)

**ANTH 224 - Anthropology of South Asia (3 credits)**

Anthropology of South Asia is a general introductory course that is designed for both anthropology majors and non-majors. This course introduces students to the physical geography of South Asia, and explores the various key aspects of South Asian traditional culture, social systems and transformations, including the Diaspora, and the spread of popular culture outside South Asia. (CGCL; CSOC)

**ANTH 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; *Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ANTH 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ANTH 303 - Archaeological Field Excavation in Prehistoric Sites in New England (3-6 credits)**

This course provides intensive training in the practical skills of field archaeology. Direction in site survey, excavation tactics and strategy, fieldwork supervision, methods of sampling and on-site analysis is given. The course includes an introduction to laboratory work, covering topics such as cataloging, recognizing lithic materials, metric measurement and flotation of organic samples. This course may be repeated up to nine credits. *Offered every summer. (Formerly ANTH 403)*

**ANTH 305 - Culture Change (3 credits)**

*Prerequisite:* ANTH 100 or ANTH 101 or ANTH 103 or consent of instructor

This course focuses on the processes of culture change, intentioned and unintentioned, internal and external. It will explore reaction strategies of cultures toward imminent change. The course concludes with a consideration of how models can be applied to producing non-destructive, non-exploitative culture change. *Offered once every three years. (Formerly ANTH 205)* (CGCL; CSOC; CWRT)

**ANTH 306 - Urban Anthropology (3 credits)**

*Prerequisite:* ANTH 100 or consent of instructor

This course will acquaint students with the anthropological study of cities and city life. Students will review recent anthropological studies of the urban environment using cross-cultural and historic data. (CMCL; CSOC)

**ANTH 307 - Anthropology of Religion (3 credits)**

*Prerequisite:* ANTH 100 or ANTH 111 or consent of instructor

This course covers the origins and development of religion in society; myth, ritual, magic and religious specialists: Australian, African and American Indian. *Offered alternate years, fall semester.* (CGCL; CSOC; CWRT)

**ANTH 308 - Anthropology of Education (3 credits)**

*Prerequisite:* ANTH 100 or consent of instructor

This course introduces students to anthropological approaches to analyzing and understanding learning, schools and education systems cross-culturally. Students investigate schools as agents of child socialization and enculturation; compare U.S. schools, education systems,

and school cultures to learning, schools and education in other societies; and examine how educational institutions relate to other aspects of culture. Cross-cultural data include indigenous and contemporary Native North America, Africa, Japan, Germany and other settings globally. *Offered alternate years. (Formerly ANTH 415) (CGCL; CMCL; CSOC; CWRT)*

### **ANTH 309 - Anthropology of Art (3 credits)**

*Prerequisite: ANTH 100 or ANTH 110 or consent of instructor*

This course investigates the forms, functions, meanings and aesthetics of art cross-culturally. It will be critical of the modern western concept of "art for art's sake" and discuss ways that socio-cultural, political and economic factors frame the contexts and dynamics of art production across the world. The role of artists in society and aesthetic creativity will also be examined from a cross-cultural perspective. Discussion begins with the arts of "traditional" societies drawing from examples from Africa, Oceania, Asia and the Americas. The course will then examine how these arts have been impacted by colonialism, capitalism and the emergence of new nation-states. Topics include: ethnic, tourist and national arts, culture revitalization, issues of authenticity and the emergence of a global art world with its power relations. *Offered every three years. (CGCL; CSOC)*

### **ANTH 311 - The Emergence of Cities (3 credits)**

*Prerequisite: ANTH 103 plus three additional credits in Anthropology; or consent of the instructor*

This course is a study of the development of urban centers out of a Neolithic subsistence base, both in the Middle East and the New World, with some references to developments in other areas. It will focus on the problems of urban life in antiquity, with special reference to those problems which may also be found in modern cities. *Offered every third year. (CGCL; CMCL; CSOC)*

### **ANTH 314 - Women in Myth and Lore (3 credits)**

*Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or INTD 230 or consent of instructor*

This course will investigate females and the feminine in mythologies and folklore traditions cross-culturally. Native indigenous (African, Australian, South Pacific, Native American), classical (Greek, Egyptian, Roman) and Judeo-Christian mythologies will be analyzed, compared and contrasted. Students will explore mythology and story-telling traditions as they pertain to women and gender cross-culturally. *Offered every other semester. (CGCL; CSOC)*

### **ANTH 315 - Ethnic Experience in America (3 credits)**

*Prerequisite: ANTH 100 or SOCI 102 or consent of instructor*

This course considers the role of ethnic background in personal and social relationships. The varying interpretations of ethnic culture -- its formation and growth in America -- are examined while each student looks into his or her personal heritage and the role of tradition in contemporary life. *Offered once yearly. (CMCL; CSOC)*

### **ANTH 319 - Contemporary Native Americans (3 credits)**

*Prerequisite: ANTH 100 or ANTH 206 or consent of instructor*

This course will explore the problems faced by native or indigenous peoples in the United States today. It will focus on issues of land, tribal recognition, poverty, treatment by government agencies and multinational corporations and ethnic discrimination. It will also address the ongoing changes in native responses including the American Indian Movement, the revival of native spiritual life and the problem/opportunity of casino gambling. *Offered alternate years. (CGCL; CMCL; CSOC)*

### **ANTH 322 - War, Peace and Culture (3 credits)**

*Prerequisite: Any 100- or 200-level anthropology course or consent of instructor*

This course proceeds from the premise that while conflict of some sort is inevitable within and among human cultures, war is not. By investigating sources of conflict violence and conflict resolution strategies in a variety of cultures, the course creates an opportunity to study war, violence and conflict cross-culturally -- and the possibilities of peace. *Offered alternate years, spring semester. (CGCL; CMCL; CSOC)*

### **ANTH 326 - African Ethnomedicine (3 credits)**

This course examines the diverse medical systems existing on the African continent and their crucial roles in alleviating suffering in the era of globalization. Topics to be addressed include African medical practices, indigenous knowledge and beliefs, and the rich pharmacopeia that people rely on to prevent and treat ill health. Students will also be introduced to other great medical traditions, such as Chinese, Indian, Islamic, Christian and Roman medicine and biomedicine including complementary and alternative medicines. Students will critically analyze the intersections of medical traditions, differential access to health care, and the effects of wealth and poverty on human well-being. *(CGCL; CMCL; CSOC)*

### **ANTH 328 - Archaeology of North America (3 credits)**

*Prerequisite: ANTH 103 or consent of instructor*

The development of prehistoric and proto-historic Native American cultures. Cultural dynamics of hunting-gathering and maize agriculture. Theories of the peopling of the continent will be evaluated. *Offered alternate years, fall semester. (CGCL; CSOC)*



**ANTH 330 - Medical Anthropology (3 credits)**

*Prerequisite: Any 100- or 200-level anthropology course or consent of instructor*

The course concentrates on health, illness and healing in cross-cultural perspective. It will examine ways in which culture mediates ideas of physical well-being, and will be aimed at dispelling belief in the absolute truth of medical dogma, teaching students to think outside their own cultural biases. It begins with a consideration of body image in a range of different cultures and then proceeds to the varying rationales for normal function and for dysfunction. The healing process as ritual and as scientific procedure, including the theory and practice of healing in different cultures, figures into the course as does the training and outlook of healers – doctors, priests, shamans, nurses, midwives and others. Finally, the medical systems of several cultures, ancient and modern, industrialized and preindustrial, are compared. *Offered alternate years.* (CGCL; CMCL; CSOC; CWRT)

**ANTH 331 - Political Anthropology (3 credits)**

*Prerequisite: ANTH 100 or consent of instructor*

This course examines political processes in state and “stateless” societies, focusing on the development of political forms in foraging, pastoral, agricultural and industrial societies, mainly in the developing world. The idea that “politics” exists as a set of practices tied to power that can be observed through anthropological methods will be addressed, along with the development of the subfield of political anthropology itself. *Offered alternate years, fall semester.* (CGCL; CMCL; CSOC)

**ANTH 332 - Practicum in Field Archaeology (1-3 credits)**

*Prerequisite: ANTH 103 (may be taken concurrently) or ANTH 303 or consent of instructor*

This course provides experiential training in excavation techniques, field recording, and primary cataloging and analysis of archaeological materials. This course may be repeated up to 3 credits. *Offered fall semester.*

**ANTH 340 - Myths and Peoples of the Ancient Near East (3 credits)**

*Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or ANTH 307 or consent of instructor*

This course will explore the dimensions of myth as they relate to the cultural life of the peoples of the Ancient Near East: the Egyptians, the Sumerians, the Babylonians and Assyrians, the Hittites, the Phoenicians and the Hebrews. Emphasis will be placed on understanding the context out of which the myths arose, and the ways in which they both described and conditioned the cultural realities to which they related. *Offered every other year.* (CGCL; CSOC; CWRT)

**ANTH 355 - Anthropological Study Tour (3 credits)**

*Prerequisite: Consent of instructor*

This course will offer students a first-hand, supervised cross-cultural travel and study experience from an anthropological perspective. Students will participate in lectures, site visits, research and other academic experiences, including pre- and post-travel activities, as appropriate. Students will learn aspects of local society and culture, such as visual and performing arts, religious traditions, political organization, economy, subsistence activities, folklore and family life. This course may be taken twice for anthropology credit, for travel to different study tour sites. *Offered annually.* (CGCL; CMCL; CSOC)

**ANTH 390 - Anthropology Colloquium (1 credit)**

*Prerequisite: ANTH 100 and ANTH 101 and ANTH 103; or consent of instructor*

This course is a participation-based colloquium. Topics will vary and focus on different issues in anthropology.

**ANTH 396 - Special Topics in Cultural Anthropology (3 credits)**

*Prerequisite: ANTH 100 or consent of instructor*

Special topics of current interest in cultural anthropology will be offered occasionally. Topics will be announced prior to registration. This course may be repeated once for different topics. *Offered every other year.* (CMCL; CSOC)

**ANTH 397 - Special Topics in Biological Anthropology (3 credits)**

*Prerequisite: ANTH 101 or consent of instructor*

Various special topics of current interest in biological anthropology will be offered occasionally. Topics will be announced prior to registration. This course may be repeated once for different topics. *Offered every third year.* (CSOC)

**ANTH 398 - Special Topics in Archaeology (3 credits)**

*Prerequisite: ANTH 103 or consent of instructor*

Special topics of current interest in archaeology will be offered occasionally. Topics will be announced prior to registration. This course may be repeated once for different topics. *Offered every third year.* (CSOC)

**ANTH 399 - Special Topics in Anthropology (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic.*

Various special topics of current interest in anthropology will be offered from time to time. Topics will be announced prior to registration.

This course may be taken more than once for different topics, but only six credits will be counted toward the first 30 hours of the anthropology major. (CSOC)

**ANTH 400 - Seminar: Anthropological Theory (3 credits)**

*Prerequisite: Senior standing or consent of instructor or department chairperson*

This course is a survey of the foundations of cultural and archaeological theory, including cultural evolutionism, structuralism, American historical-particularism, British functionalism and structural-functionalism, French structuralism and current directions in American, European and Third World anthropological thought. Theories of archaeology will also be examined, including traditional evolutionary perspectives, the New Archaeology and contemporary critiques, drawing upon social systems analysis. *Offered every third semester. May be taken for graduate-level credit. (CWRM)*

**ANTH 401 - Research Methods in Anthropology (3 credits)**

*Prerequisite: ANTH 100; and either ANTH 101 or ANTH 103; or consent of instructor*

This course focuses on research methods used in anthropology. Students will be introduced to both qualitative and quantitative ethnographic data collection techniques. Qualitative research methods include observation, interviewing and text data analysis and report writing. Students will apply these research methods through a series of short field and written exercises. *Offered fall semester.*

**ANTH 404 - Seminar: Culture and Consciousness (3 credits)**

*Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or consent of instructor*

This course is an experiment in the study of how consciousness, and particularly the idea of the unconscious, is construed and constructed in various cultural contexts. We will work towards an understanding of consciousness in cultural context as a means of understanding cultures at their deepest levels, including our own. An important component of the course will be class dream-work sharing sessions. *Offered alternate spring semesters. (CGCL; CSOC; CWRT)*

**ANTH 405 - Forensic Anthropology (3 credits)**

*Prerequisite: ANTH 101 or ANTH 103 or BIOL 100 or BIOL 121 or consent of instructor*

This course will introduce students to the methods and approaches of the forensic anthropologist. Extensive time will be spent on becoming familiar with the human skeleton – the most important tool in forensic anthropology. In addition, the many legal and ethical issues that arise when working with human remains will be examined. This class will include lectures and discussion. *Offered annually. May be taken for graduate-level credit. (CSOC)*

**ANTH 406 - Seminar: Human Evolution (3 credits)**

*Prerequisite: ANTH 101 or ANTH 103 or BIOL 121 or BIOL 122 or consent of instructor*

This course addresses fundamental principles of human evolution, beginning with a review of evolutionary theory, its history, processes and how genetics has changed the way evolution is viewed. The course will examine the fossil evidence for human evolution, physical characteristics, variation among specimens, and how the different specimens are related to each other. Adaptation will be a unifying theme throughout the course. Extensive use will be made of the physical anthropology laboratory. *Offered alternate years. May be taken for graduate-level credit. (CSOC)*

**ANTH 410 - Public Archaeology (3 credits)**

*Prerequisite: ANTH 103 and at least 2 credits in ANTH 332 or ANTH 303 or consent of instructor*

An introduction to public archaeology, its history of development. Emphasis will be placed on the basic knowledge and training necessary for careers in contract archaeology and cultural resource management: 1) to introduce students to the history of the development of public archaeology; 2) to study the federal, state and local legislation protecting archaeological resources; 3) to provide administrative training for doing contract archaeology – contract and research proposal development, report writing, Environmental Impact Statement interpretation and to provide a basic background for cultural resource management careers. *Offered alternate years, spring semester. May be taken for graduate-level credit.*

**ANTH 417 - Seminar: She/He “Two Spirits” Gender Cross-Culturally (3 credits)**

*Prerequisite: ANTH 100 or INTD 230 or consent of instructor*

This course introduces students to cross-cultural constructions of gender. Gender and sexuality are differentiated and students explore how gender is a cultural construct which varies cross-culturally. Students will explore a range of gender expressions, including homosexual males, lesbians, transgendered, bisexuals and Native American Two Spirits. Issues of masculinity, femininity and alternate genders will be examined in Euro-American, Latin American, Asian, Native American and other cross-cultural settings. *Offered alternate years. May be taken for graduate-level credit. (CGCL; CMCL; CSOC)*

**ANTH 420 - Visual Anthropology (3 credits)**

*Prerequisite: ANTH 100 or consent of instructor*

This course is grounded in interpretive and semiotic theories and examines the uses of images for cultural documentation, interpretation and analysis. Students will examine the roles of objectivity, ideology and perspective in the production and interpretation of visual images

in motion and still photography. Emphasis will be on how visual images represent the cultural, vis-à-vis gender, social class, ethnicity and socio-cultural context. *Offered alternate years. May be taken for graduate-level credit.* (CMCL; CSOC)

**ANTH 426 - Seminar: New England Ethnic and Regional Communities (3 credits)**

*Prerequisite: ANTH 100 or consent of instructor*

This course will explore theories of ethnic persistence and change as they pertain to New England's ethnic and social communities, such as Cape Verdeans, Asians, African-Americans, Italians, Jews and homosexuals. Cultural traditions, social institutions and changing beliefs of New England's ethnic and regional communities will be examined through critical analyses of relevant cultural materials, including sociological data, folklore, oral traditions, celebrations and the media. *Offered every third year. May be taken for graduate-level credit.* (CMCL; CSOC; CWRT)

**ANTH 432 - Seminar: Critical Issues in Global Health (3 credits)**

*Prerequisite: One anthropology course or consent of instructor*

This course will introduce students to global health issues. Topics to be examined include: global health principles, global health players and policies, major causes of mortality and morbidity and their geographic distribution, socio-cultural and economic context of disease, women's and children's health, infectious diseases, emerging health issues within the context of globalization, nutrition, environmental concerns and consequences, and the health of special populations such as minorities, prisoners and victims of disaster and violence. (CGCL; CMCL; CSOC)

**ANTH 435 - Seminar: Global Feminism (3 credits)**

*Prerequisite: One of the following: ANTH 100 or ANTH 204 or ANTH 208 or SOCI 102 or WMST 240; or consent of instructor*

This course will explore the range and content of women's activism, agency and feminist consciousness-raising globally around a range of issues, including education, health care, sexual politics, political participation, the division of labor and labor force participation, self-determination and participation in local feminist movements. Students will explore women's feminism and activism globally, the relationship of local cultural practices to women's and feminist movements, and what women are doing to work as agents of self-empowerment and self-determination globally. *Offered every third year. May be taken for graduate-level credit.* (CGCL; CMCL; CSOC)

**ANTH 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and senior status*

With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with honors. This course may be taken twice for a maximum of six credits.

**ANTH 498 - Practicum in Anthropology (3-15 credits)**

*Prerequisite: Junior or senior standing; consent of department; formal application required*

Students will undertake supervised anthropology projects using anthropological knowledge and methods to solve human social problems in real world settings. Students may work in organizations related to any of the anthropology subfields, such as educational agencies/schools, museums, zoos, social service agencies, legal aid, civic and government organizations, regional and national NGOs, community organizing agencies, women's centers, research organizations and other agencies. Students will be supervised in the agency and mentored by the instructor. This course may be repeated for a maximum of 15 credits.

**ANTH 499 - Directed Study in Anthropology (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

This course is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken for a maximum of six credits.

**ANTH 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research is undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ANTH 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ANTH 504 - Archaeological Field Excavation (3-6 credits)**

This course provides intensive training in the practical skills of field archaeology. Direction in site survey, excavation tactics and strategy, fieldwork supervision, methods of sampling and on-site analysis is given. The course includes an introduction to laboratory work. Topics

such as cataloging, recognizing lithic materials, metric measurement and flotation of organic samples will be covered. This course is may be repeated up to nine credits. *Offered every summer.*

#### **ANTH 515 - CD-ROM: Teaching in Diverse Classrooms (4 credits)**

This course will introduce classroom teachers to theories, ideas, and content that will enable them to be responsive to a multicultural classroom. The aim of this course is to impart knowledge and facilitate pedagogy that is multicultural, critical and responsive to multicultural students and their communities. Students will learn about issues of power and difference both within school settings and the larger society. Students will become sensitive to issues of power, inequality, and cultural difference within the classroom and learn how to implement pedagogies that are culturally responsive.

#### **ANTH 555 - Anthropology Study Tour (Country to be determined) (3 credits)**

*Prerequisite: Consent of instructor*

This course will offer students a firsthand, supervised cross-cultural travel and study experience from an anthropological perspective. Students will participate in lectures, site visits, research and other academic experiences, including pre- and post-travel activities, as appropriate. Students will learn aspects of local society and culture, such as visual and performing arts, religious traditions, political organization, economy, subsistence activities, folklore and family life. This course may be taken twice for credit for travel to different study tour sites.

### ■ ARABIC

#### **LAAR 101 - Elementary Arabic I (3 credits)**

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

#### **LAAR 102 - Elementary Arabic II (3 credits)**

*Prerequisite: LAAR 101*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

#### **LAAR 151 - Intermediate Arabic (3 credits)**

*Prerequisite: LAAR 102*

This course is a review of Arabic grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; and an introduction to aspects of Arabic culture. This course is conducted in Arabic. (CGCL; CHUM)

#### **LAAR 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

#### **LAAR 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year

Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **LAAR 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **Arabic: Other Approved Courses**

### **LAAR 172 - Business Arabic (3 credits)**

*Prerequisite:* LAAR 151

This course is an introduction to the language of business and professional careers and pertinent aspects of modern Arabic society and culture. Emphasis is placed on the development of comprehension and communication business skills.

### **LAAR 211 - Arabic Literature in Translation (3 credits)**

Major literary texts from the pre-Islamic period to the present will be treated. This general introduction is set against relevant political, religious and cultural backgrounds. Conducted in Arabic.

## **■ ART HISTORY**

### **ARTH 103 - Survey of Ancient and Medieval Art (3 credits)**

This course examines major developments in the visual arts from the prehistoric through the late Middle Ages. The focus is to explore artistic production within its cultural and social context. Museum visits are a course requirement with a possible trip to New York City museums. (Formerly ARTH 201) (CFPA; CGCL)

### **ARTH 104 - Survey of Art from the 14th Century to the Present (3 credits)**

This course examines major developments in the visual arts within a cultural and stylistic framework. The arts of painting, sculpture, architecture and the decorative arts will be examined within a cultural and stylistic framework. Museum visits are a course requirement with a possible visit to New York City museums. (Formerly ARTH 202) (CFPA; CGCL)

### **ARTH 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite:* *Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. May be repeated for a maximum of six credits. *Offered fall semester.*

### **ARTH 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite:* *Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

### **ARTH 199 - First Year Seminar (3 credits)**

*Prerequisite:* *Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)



**ARTH 203 - American Art and Architecture (3 credits)**

Trends in architecture, painting, sculpture and crafts are surveyed prior to the first colonial settlements in America to the achievements of the present day. Included are vernacular, folk and regional styles. A museum visit is assigned. *Offered either semester.* (CFPA; CMCL)

**ARTH 205 - Asian Art Survey: India, China and Japan (3 credits)**

Major achievements in architecture, sculpture, pictorial arts and crafts of these three important cultures will be studied in their religious, historical and social contexts. Relationships will be made to other Asian and Euro-American art forms. A museum visit and project are assigned. (CFPA; CGCL; CMCL)

**ARTH 206 - History of Architecture (3 credits)**

Religious, governmental, commercial and domestic buildings, globally and throughout history, are studied in terms of elements of style, systems, and materials of architectural construction, and the symbolic and expressive qualities of architecture. The careers and achievements of several architects will be examined in depth. *(Formerly ARTH 102)* (CFPA; CGCL)

**ARTH 207 - Introduction to African Art (3 credits)**

Traditional arts of sub-Saharan Africa will be examined in cultural context, including sculpture, masks, painting, pottery, textiles, architecture and human adornment. Topics will cover how art is used to convey the cycle of life, to solve problems and to overcome adversity, with frequent comparisons to other cultures. The focus will be on the objects, with ethnographic material supplied to place the objects in the proper context. A museum or gallery visit is assigned. (CFPA; CGCL; CMCL)

**ARTH 208 - Survey of Islamic Art and Architecture (3 credits)**

This course examines Islamic art, architecture and urbanism from its formation in the seventh century to the present in the Mediterranean region, the Near East and India. The first part of the course focuses on the creation and development of Islamic imperial artistic tradition in the seventh century and its regionalization through the 14<sup>th</sup> century. The second half of the course emphasizes the grand imperial traditions of the Ottomans, the Safavids and the Mughals and the subsequent effects of colonialization and Westernization. A museum visit is assigned. *Offered fall semester.* (CFPA; CGCL; CMCL; CSPI)

**ARTH 211 - Monuments as Cultural Symbols and Emblems of Power (3 credits)**

This course examines monuments that were or are currently politically significant and stand as national cultural symbols. We will study modification of the contextual meaning of specific monuments through their history as they are adapted to new governmental and national dictates. Monuments such as the World Trade Center, the Bamiyan Buddhas in Afghanistan, the Dome of the Rock in Jerusalem and war memorials such as the Shaw Memorial on Boston Common, Memorial Hall at Harvard University, the Iwo Jima Memorial, the Vietnam War Monument and Saddam Hussein's Monument in Baghdad will be covered. *Offered every other year.* (CFPA; CMCL; CSPI)

**ARTH 214 - Global Art History Study Tour (3 or 6 credits)**

A broad range of topics in the history of art is studied in museums and architectural sites, and related venues at a culturally rich location abroad or otherwise away from campus. Preparatory class work is conducted on campus prior to travel and assignments are completed upon return. This course may be repeated with different itineraries. *Offered January intersession, spring break and summer.* (CFPA; CGCL; CMCL; CWRT)

**ARTH 215 - Themes in the Visual Arts (3 credits)**

Works of art and/or architecture are examined from the perspective of a common theme, bringing together works by various artists from diverse backgrounds, cultures and historical periods. At the same time, students are introduced to the viewing and analysis of art, the development of personal style and message, and the technical means used to achieve an artist's aim. This course may be repeated for different topics. *Offered once every two years.* (CFPA)

**ARTH 217 - African-American Art (3 credits)**

This course will focus on African-American art and architecture from 1619 to the present. Various modes of artistic expression will be covered, including painting, photography, sculpture, ceramics and textiles. In addition, the aesthetic culture as well as the historical, social and political contexts in which these arts were produced will be examined. *Offered every two years.* (CFPA; CMCL)

**ARTH 218 - History of Photography (3 credits)**

This course is a historical survey of photography from its beginnings to the present. Formal aspects of photography as art will be examined as well as the theoretical and societal context. *Offered once every two years.* (CFPA; CGCL; CMCL; CSPI)

**ARTH 219 - MesoAmerican Art and Architecture (3 credits)**

This course will focus on MesoAmerican art and architecture from the Olmec to the Aztec. Various modes of artistic expression will be covered, including frescoes, metals, ceramics, sculpture and architecture. In addition, the cultural aesthetics as well as the historical, social and political contexts in which these arts were produced will be examined. *Offered every two years.* (CFPA; CGCL)

**ARTH 220 - United States Art Study Tour (3 or 6 credits)**

This course offers off-campus programs within culturally rich areas of the United States. Participants will visit museums, galleries, working studios, architectural sites and/or other sites related to the visual arts. Emphasis is given to the first-hand viewing of art, experiencing settings involved in the creation of art and studying the artists, achievements, and styles of a particular region of our country. Preparatory work is conducted on campus prior to travel, and assignments and exams will be completed on the return. This course may be repeated with different itineraries and topics. (CFPA; CMCL)

**ARTH 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *Offered fall semester.*

**ARTH 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *Offered spring semester.*

**ARTH 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ARTH 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ARTH 308 - Women in the Visual Arts (3 credits)**

This course will address the historical and contemporary perspectives of women artists, their contributions through traditional and nontraditional art forms, and will examine critically the extent to which this talent and art has not been fully recognized nor supported by various cultures and prevailing attitudes. *Offered once every two years.* (CFPA; CMCL)

**ARTH 309 - Early Modern Art and Architecture (3 credits)**

*Prerequisite: ARTH 103 or ARTH 104 or a 200-level art history (ARTH) course*

Major developments in the visual arts are examined from 1850 to 1940. Attention is given to the theoretical foundations for these modern artistic movements as well as their stylistic distinctions. Museum visits are required, including a trip to New York City. *Offered each year.*

**ARTH 310 - Art and Architecture since 1940 (3 credits)**

*Prerequisite: ARTH 103 or ARTH 104 or a 200-level art history (ARTH) course*

Major developments in painting, sculpture, architecture and other arts after 1940 are examined, with attention given to how they have reflected the cultural and social ideas and issues of our time. Consideration will be given as well to how the traditional forms and boundaries of the visual arts have been challenged and expanded through new mediums, technologies and approaches to visual communication. Museum and gallery visits are required, including a trip to New York City. *Offered each year.* (CWRM)

**ARTH 311 – Orientalism (3 credits)**

This course critically examines Orientalism as both a way the West views the East, and as the East sometimes views itself. The focus will be on the visual arts – painting, photography, architecture and film, as well as literature and music, and how they depict the “Orient” from



the 18<sup>th</sup> century through the present. Emphasis will also be placed on how the East adopted the same mode of expression as a lens to view the Islamic world. The course emphasizes the Middle East, but the Far East and India are also included in lectures, readings and assignments. Museum visits are a course requirement with a possible visit to New York City museums. *Offered every other year.* (CFPA; CGCL; CMCL; CSPI)

**ARTH 414 - Global Art History Study Tour (Advanced) (3 or 6 credits)**

A broad range of topics in the history of art is studied in museums and architectural sites in Europe. Preparatory class work is conducted on campus prior to travel; assignments and exams are completed upon return. This course may be taken twice with different itineraries and course topics. *Offered January intersession, spring break and summer. May be taken for graduate-level credit.*

**ARTH 480 - Seminar in Art History (3 credits)**

*Prerequisite: ARTH 309 and ARTH 310 and completion of 69 credit hours. Restricted to students concentrating in Art History and others with consent of the instructor*

This course provides the student whose concentration or focus is art history with the needed methodological and technological skills for future graduate study in art history or employment in a museum or gallery position.

**ARTH 485 - Honors Thesis in Art (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; ARTH 338; and consent of the Departmental Honors Committee*  
One-hour weekly meetings with the thesis director will culminate in a thesis comprising both art works and a written corollary. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee, who will review the results as presented by the student. This course may be taken twice for a maximum of six credits.

**ARTH 498 - Internship in Art History (1-15 credits)**

*Prerequisite: Consent of department chairperson; formal application required*

This is a nonclassroom experience designed for a limited number of junior and senior art majors to complement their academic preparation. The internship provides work-study experience in areas related to art history such as museums, galleries or art libraries, but is not limited to these options. A faculty member in the department will serve as adviser and evaluator of all work projects. This course may be repeated for a maximum of 15 credits.

**ARTH 499 - Directed Study in Art History (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**ARTH 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ARTH 508 - Women in the Visual Arts (3 credits)**

This course will address the historical and contemporary perspectives of women artists, their contributions through traditional and nontraditional art forms, and will examine critically the extent to which this talent and art had not been fully recognized nor supported by various cultures and prevailing attitudes.

**ARTH 509 - Early Modern Art and Architecture (3 credits)**

Major developments in painting, sculpture, and architecture are examined from 1850 to 1940. Attention is given to the theoretical foundations for these modern artistic movements as well as their stylistic distinctions.

**ARTH 510 - Art and Architecture since 1940 (3 credits)**

Major developments in painting, sculpture, architecture and other arts after 1940 are examined, with attention given to how they have reflected the cultural and social ideas and issues of our time. Consideration will be given as well to how the traditional forms and boundaries of the visual arts have been challenged and expanded through new mediums, technologies and approaches to visual communication.

**ARTH 511 – Orientalism (3 credits)**

This course critically examines Orientalism as both a way the West views the East, and as the East sometimes views itself. The focus will be on the visual arts: painting, photography, architecture and film, as well as literature and music, and how they depict the "Orient" from the

18<sup>th</sup> century through the present. Emphasis will also be placed on how the East adopted the same mode of expression as a lens to view the Islamic world. The course emphasizes the Middle East, but the Far East and India are also included in lectures, readings and assignments. Museum trips to Boston and New York are a requirement.

**ARTH 514 - Global Art History Study Tour (3-6 credits)**

Topics in the history of art are studied in museums, architectural sites and related venues at a culturally rich location abroad or otherwise away from campus. Preparatory class work is conducted on campus prior to travel, and assignments are completed upon return. This course may be repeated in the case of different itineraries.

**ARTH 515 - Asian Art Survey: India, China and Japan (3 credits)**

Major achievements in architecture, sculpture, pictorial arts and crafts of these three important cultures will be studied in their religious, historical and social contexts. Relationships will be made to other Asian and Euro-American art forms. Museum visits will be required and will relate to an assigned research paper and in-class presentation.

## **Art History: Other Approved Courses**

**ARTH 338 - Honors Tutorial in Art (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; consent of the Departmental Honors Committee is required*  
This tutorial involves special topics in art. Three hourly meetings weekly.

**ARTH 339 - Honors Tutorial in Art (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; consent of the Departmental Honors Committee is required*  
This tutorial involves special topics in art. Three hourly meetings weekly.

**ARTH 490 - Art History Studies in Oxford (3 credits)**

*Prerequisite: Students will normally be expected to be in their junior or senior year*

Select topics in art and architecture will range from studies of art movements and styles with a unique British character to luminaries in British art. Connections will be explored with art and architectural traditions in Europe and beyond. Primary sources such as the Ashmolean Museum in Oxford and the National Portrait Gallery in London will be visited. (This is a special summer program in England at Oxford University.) *Additional fee required*

**ARTH 492 - Topics in Art History**

*Prerequisite: Consent of instructor*

This course addresses specific topics of limited or special interest in art history. Specific topics will be announced prior to registration. This course may be repeated for different topics.

## ■ **ART STUDIO**

**ARTS 104 - Digital Imaging and Four-Dimensional Design (3 credits)**

Students develop technical, conceptual and aesthetic experience pertaining to the creation of two-dimensional digital artworks as well as artworks that engage with the fourth dimension of art: space and time. Students gain an introductory knowledge of several art and design software programs. Included topics in the course are scanning, vector drawing, raster painting and time-based digital and analog media. Six hours per week. (Formerly ARTS 265) *Additional fee required. (CFPA)*

**ARTS 116 - Introduction to Digital Photography (3 credits)**

This course will creatively inspire students through the conceptual frameworks of photographic media. The course examines the fundamentals of manual camera technique, visual aesthetics and creative expression with digital photography. Through assignments students develop an ability to utilize photographic technology, editing software and visual aesthetics to make and appraise their own work. Students research a variety of approaches to photography by different artists and develop oral presentation skills. Students must provide a digital camera with manual settings. There will be a gallery/museum visit assignment. Six hours per week. *Offered either semester. Additional fee required. (CFPA; CSPI)*

**ARTS 125 - Drawing I (3 credits)**

This course focuses on methods of direct observational drawing from life using inanimate objects, architecture and the landscape as subjects. It emphasizes realistic rendering of form and space using techniques of perspective and value. It also focuses on developing an understanding of formal design as related to drawing. The study of the figure will not be covered in this course. Six hours per week. *Offered either semester. Additional fee required. (CFPA)*

**ARTS 130 - Two-Dimensional Design (3 credits)**

Fundamental elements and principles of two-dimensional design, including color, shape, line, texture, balance, space and the organization of these elements in a work of art are studied through studio exercises. Six hours per week. *Offered either semester. Additional fee required.* (CFPA)

**ARTS 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. May be repeated for a maximum of six credits. *Offered fall semester.*

**ARTS 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

**ARTS 140 - Three-Dimensional Design (3 credits)**

In this studio course, students develop awareness of tools, machinery, materials and processes related to art and design in physical space. Students investigate related disciplines within three-dimensional design (namely sculpture, architecture, craft and industrial design) and create studio projects that provide insight for working with form. Six hours per week. *Offered either semester. Additional fee required.* (CFPA)

**ARTS 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**ARTS 204 - Video Art (3 credits)**

This introductory project-based course concentrates on sculpting time and space as artistic materials, which can be used, interpreted or molded expressively through video, animation and sound media. The course requires field trips to art exhibitions in the area. Six hours per week. *Offered every other semester. Additional fee required.* (CFPA)

**ARTS 205 - Three-Dimensional Modeling (3 credits)**

*Prerequisite: ARTS 130 or consent of instructor*

The aesthetics, theory, context and methods of three-dimensional imaging will be expressed in creative digital environments. Technique and software will be covered as appropriate to assigned and student-initiated work. This course will consist of studio, lecture and readings. Six hours per week. *Offered every third semester. Additional fee required.*

**ARTS 206 – Animation (3 credits)**

*Prerequisite: ARTS 104*

This course covers traditional and digital forms of animation: frame by frame drawings, film, photographic stop motion; and vector, motion graphics, animated video, and 3D animation. The course emphasizes narrative animation as a form of artistic expression and the experimental cross over of studio techniques. Two field trips and a Netflix subscription will be required. Six hours per week. *Offered either semester. Additional fee required.*

**ARTS 215 - Global Studio Art Study Tour I (3 credits)**

*Prerequisite: Consent of instructor*

The study tour is offered to students with prior experience in the scheduled country. Students study a wide range of topics in studio art at culturally rich locations abroad. Preparatory class work is conducted on campus prior to travel, studio instruction is conducted while on the tour and assignments are completed upon return. This course may be repeated for a maximum of six credits with different itineraries. (CFPA; CGCL; CWRT)

**ARTS 216 - Photography I (3 credits)**

*Prerequisite: ARTS 130*

This course examines the historical foundations of film and darkroom-based photography and the fundamentals of photographic techniques such as lenses, lighting, filters and exposure. Through regular assignments, students develop an ability to utilize photographic technology and visual aesthetics by making and appraising their own photographs. Students must provide a 35mm or medium format film camera with manual settings. A gallery/museum visit is assigned. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 217 - Digital Photography (3 credits)**

*Prerequisite: ARTS 104 and ARTS 216; or consent of instructor*

In this course, students learn to make still pictures with a professional digital single lens reflex camera, to color manage the work flow and to make fine prints. Covered in the course is digital raw file processing, creative shooting, editing and image manipulation techniques using image-processing software. Students complete a thematic semester-long project to develop technical, aesthetic and conceptual skills, including flash photography techniques and location lighting methods. Students learn about and complete projects addressing stock photography and location-specific genre of commercial photography. Cameras are provided for this course. Six hours per week. *Offered every other semester. Additional fee required.*

### **ARTS 219 - Topics in Photography (3 credits)**

Topics of current or special interest in photography will be addressed in this course at the beginner or intermediate level. Topics are announced prior to registration. This course may be repeated for different topics. Six hours per week. *Additional fee required.*

### **ARTS 225 - Drawing II (3 credits)**

*Prerequisite: ARTS 125 and ARTS 130; or consent of instructor*

This course strengthens the foundation principles gained from Drawing I and places emphasis on the human figure. This course expands upon the understanding of line, shape, value, proportions and composition as related to the human form. This course addresses skills of observation, visual articulation, critical and conceptual thinking. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 230 - Painting I (3 credits)**

*Prerequisite: ARTS 125 and ARTS 130*

This course will provide students with an understanding of the technical foundations of the discipline, such as the importance of underpainting, mixing, blending, building form and painting techniques. Through specific exercises and assignments, students will gain a greater understanding of color theory and its importance in imagery development. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 240 - Sculpture I (3 credits)**

*Prerequisite: ARTS 140 or consent of instructor*

This course is an introduction to design experimentation with traditional and new problems in a wide range of media. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 255 - Printmaking I (3 credits)**

*Prerequisite: ARTS 125 and ARTS 130; or consent of instructor*

This course explores imagery and content through the medium of printmaking. Various techniques are demonstrated. Students experiment with process as a means of developing understanding and skills. Six hours per week. *Offered either semester. Additional fee required*

### **ARTS 260 - Graphic Design I (3 credits)**

*Prerequisite: ARTS 125 and ARTS 130 or consent of instructor*

This course introduces the concepts and design principles of typography, page layout, and the relationship between type and image. Students will develop graphic design skills through a series of course projects. Both traditional and digital media will be used. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 267 - Web Art I (3 credits)**

This course introduces basic techniques of Web production such as research on prices for Web domain names, Internet service providers, permissions, preparation of text, photo images, video, sound and writing basic XHTML code. Six hours per week. *Additional fee required.*

### **ARTS 270 - Ceramics I (3 credits)**

This course is an introduction to materials and techniques including hand-building, decorating and firing. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 273 - Glass I (3 credits)**

*Prerequisite: ARTS 130 or consent of instructor*

This course is an introduction to traditional and contemporary flat glass construction using copper foil and lead came. Students will learn how to adapt their own design ideas for use in their glass panels. Assignments will also include sand blasting and warm glass techniques

using fusible glass. Museum or gallery visits including a related written assignment are required. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 280 - Metals I (3 credits)**

*Prerequisite: ARTS 140 or consent of instructor*

This course is an introduction to basic design, construction and forming techniques. Jewelry, constructed forms and sculpture are covered. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *Offered fall semester.*

### **ARTS 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *Offered spring semester.*

### **ARTS 290 - Fiber Arts I (3 credits)**

*Prerequisite: ARTS 130*

Students will learn traditional and contemporary weaving practices. The course will include dressing the loom, basic weaving structures, and the production of beginner's level woven objects. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ARTS 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ARTS 301 - Web Art II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 267; and either ARTH 103 or ARTH 104; or consent of instructor*

This course is an art and design course. Students design client-based complex navigation systems, achieving conceptual, aesthetic and technical troubleshooting skills to create/maintain websites. Web Art II utilizes the Internet as an educational and creative medium; students use discussion forums, debate on technology-related news, work with technical online video tutorials and share their work in progress. Participants are expected to cultivate research, reading and technology learning habits, to continue to learn beyond this class. Six hours per week. *Offered once yearly. (Formerly ARTS 367) Additional fee required.*

### **ARTS 316 - Photography II (3 credits)**

*Prerequisite: ARTS 130 and ARTS 217; or consent of instructor*

Students work to develop a fine art portfolio of conceptually thematic and expressive photography. Emphasis is placed on aesthetics, conceptual development and technical precision. Students are introduced to a wide variety of contemporary fine art photographers. Fine darkroom printing with archival fiber paper and print matting/mounting is introduced. Students learn and apply lighting techniques for a



variety of studio and commercial photography applications. A manual film camera and a gray card are required. A tripod and cable release are suggested. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 317 - Digital Photography II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 216 and ARTS 217; and either ARTH 103 or ARTH 104; or consent of instructor*

Students will develop a conceptual complexity in their artwork through a combination of projects that simulate various genres of commercial photography and assignments focused on art making through personal expression. Students enrolled in this course will further their knowledge of shooting still pictures with a professional digital single lens reflex camera and learn to use studio lighting techniques for digital photography in commercial and artistic applications. Digital image manipulation will also be covered. The university provides cameras for the duration of the course on a lending basis. Six hours per week. *Additional fee required.*

### **ARTS 319 - Field Experience in Photography (3 credits)**

*Prerequisite: ARTS 216 and ARTS 217 and ARTS 316; or consent of instructor*

In this course, students will become prepared both mentally and practically to begin a career in photography. Students will be introduced to a variety of career options and gain the knowledge needed to operate a freelance photography business. Topics include creating a business plan, market research, self-promotion, portfolio development, legal requirements, tax preparation, professional organizations, equipment, studio development and pricing. Field trips and guest speakers will enhance the learning experience. Students produce a portfolio of commercial photography assignments. The class does not include darkroom instruction although students may use the college darkroom. Students must have access to an adjustable camera, a tripod, a cable release and a gray card. A handheld light meter is recommended. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 321 - Lighting for Photography (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140; and either ARTH 103 or ARTH 104; and either ARTS 216 or ARTS 217*

In this course students learn a wide variety of studio and location lighting techniques for both fine art and commercial photography using both digital and analog approaches. Students produce a portfolio of work that encompasses a wide range of subject matter utilizing a variety of lighting methods covered. Assignments emphasize the use of light for personal expression and visual communication. Students must provide a film or digital camera with manual settings, a tripod, and a handheld strobe light meter. Six hours per week. *Offered every third semester. Additional fee required.*

### **ARTS 325 - Advanced Drawing (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 225; and either ARTH 103 or ARTH 104; or consent of instructor*

Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. This course may be taken three times. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 330 - Painting II: Figure (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 230; and either ARTH 103 or ARTH 104; or consent of instructor*

This course will focus on the compositional context of the figure and portraiture from both a historical and contemporary approach. The human form will be studied using both nude and costumed models, using various techniques. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 332 - Mixed Media (3 credits)**

*Prerequisite: ARTS 230 and one other 200-level ARTS course; and ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140; and either ARTH 103 or ARTH 104; or consent of instructor*

In this course, students develop inventive and experimental approaches to a variety of media. The student will examine how media, idea and composition relate while exploring nontraditional uses of traditional media, as well as the blurring of boundaries between the disciplines when working in assemblage, mixed-media/collage formats. Six hours per week.

### **ARTS 340 - Sculpture II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 240; and either ARTH 103 or ARTH 104; or consent of instructor*

Advanced projects will be undertaken in design and media. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 355 - Printmaking II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 225; and either ARTH 103 or ARTH 104; or consent of instructor*

A further development of skills and aesthetic approaches in printmaking beyond introductory level will be covered, using a range of media and techniques. Six hours per week. *Additional fee required.*

### **ARTS 356 - Bookbinding and Book Arts (3 credits)**

*Prerequisite: ARTS 125 or ARTS 130*

This course is designed to introduce students to bookbinding and to gain competence in bookbinding techniques as a means of articulating ideas. Various techniques will be demonstrated, including case binding, adhesive book board binding and Coptic binding. As technical facility is mastered, students will explore imagery and content to create one-of-a-kind artist's books. *Additional fee required.*

### **ARTS 357 - Printmaking III (3 credits)**

*Prerequisite: ARTS 355*

Work will focus on complex color printing techniques in the various media of multi-plate lithography, multi-plate intaglio, multi-block relief, and combination media prints. Discussions will focus on refinement of technique and content development. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 360 - Business Issues for Visual Artists (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140; and either ARTH 103 or ARTH 104; or consent of instructor*

The business and professional side of art and the pursuit and management of a career in art is covered. A study is made of galleries, museums and commercial art fields dealing with aspects of exhibiting and selling work and the development of relevant business skills. The course includes field trips and guest speakers. Six hours per week. *Offered spring semester.*

### **ARTS 361 - Graphic Design II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 260; and either ARTH 103 or ARTH 104; or consent of instructor*

The course is a more advanced study of graphics, typography and layout design. The integration of typography and visual imagery to specific assignments is emphasized. Six hours per week. *Offered once each year. Additional fee required.*

### **ARTS 362 - Graphic Design III (3 credits)**

*Prerequisite: ARTS 361*

The course is advanced study in design. It deals with the integration of illustration, design and typography to specific projects the designer could be expected to work in a studio, agency or in-house design situation. Two- and three-dimensional areas are explored. Six hours per week. *Offered once each year. Additional fee required.*

### **ARTS 368 - Synthesis of Graphic Design and Photography (3 credits)**

*Prerequisite: ARTS 216 and ARTS 260; or consent of instructor*

The course builds upon both graphic design and photographic knowledge. The student develops an understanding of how graphic forms and photo images create meaning when united. Students are introduced to visual structures specific to the practice of merging graphic design and photography. This course references both historical and current trends in image making. *Additional fee required.*

### **ARTS 370 - Ceramics II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 270; and either ARTH 103 or ARTH 104; or consent of instructor*

This course is an introduction to ceramic materials and techniques using the potter's wheel, as well as decorating and firing. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 371 - Ceramics III (3 credits)**

*Prerequisite: ARTS 370 or consent of instructor*

Advanced projects will be undertaken in either hand building or wheel work under the direct supervision of a faculty member. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 373 - Glass II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 273; and either ARTH 103 or ARTH 104; or consent of instructor*

This course further explores the aesthetic possibilities of glass using traditional and contemporary flat glass. Materials and techniques may include copper foil, lead came, sand blasting, fusing, slumping, enamels, frits and stringer. A 3D project will be required. Museum or gallery visits including a related written assignment are required. Six hours per week. *Offered once each year. Additional fee required.*

### **ARTS 376 – Typography (3 credits)**

*Prerequisite: ARTS 361*

This course builds upon existing graphic design skills while looking at graphic design through the lens of typography. Students develop a



heightened sensitivity toward typographic design through projects in information design, publication design, screen-based applications and motion graphics. Students also experience traditional letterpress printing and learn type classification and history. Six hours per week. *Additional fee required.*

**ARTS 380 - Metal Design II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 280; and either ARTH 103 or ARTH 104; or consent of instructor*

Advanced problems and techniques will be undertaken. Six hours per week. *Offered either semester. Additional fee required.*

**ARTS 381 - Metals III (3 credits)**

*Prerequisite: ARTS 380 or consent of instructor*

The course focuses on specialized techniques for the design and creation of jewelry in precious metals and experimental construction techniques with these metals. Six hours per week. *Offered either semester. Additional fee required.*

**ARTS 383 - Glass III (3 credits)**

*Prerequisite: ARTS 373*

This course continues to explore the aesthetic possibilities of glass with greater emphasis on contemporary design and presentation. Museum or gallery visits including a related written assignment are required. Six hours per week. *Additional fee required*

**ARTS 390 - Fiber Arts II (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140 and ARTS 290; and either ARTH 103 or ARTH 104; or consent of instructor*

Students learn intermediate woven structures and double-weave on the floor loom and how to read a 'draft'. Practical applications of woven structures will be applied in the creation of 2D and 3D objects using traditional and contemporary finishing techniques. Six hours per week. *Additional fee required.*

**ARTS 392 - Methods and Materials for the Art Teacher (3 credits)**

*Prerequisite: ARTS 125 and ARTS 130*

In this studio course, students work with the methods and materials used by PreK-12 visual art classroom teachers. Students practice creative pedagogical approaches in the university classroom and in area schools. Students focus on all the media that art teachers use and best practices for sharing them with students. Six hours per week. *Offered fall semester. Additional fee required. (CWRM)*

**ARTS 402 - Art Studio Senior Seminar (3 credits)**

*Prerequisite: Senior standing*

This course will involve the investigation and articulation of a topic of personal interest to each student, helping to establish models of critique and production that can be sustained beyond the program and in the profession. Students will begin the process by defining their intentions through an essay on concept, purpose and intent. Each student will work on self-directed projects, exploring conceptual ideas including short trial runs of techniques and strategies, on the path toward successful completion of a comprehensive body of work. This course may be repeated once for credit. *Offered fall or spring semester.*

**ARTS 403 - Convergent Media Projects (3 credits)**

*Prerequisite: ARTS 104 and ARTS 125 and ARTS 130 and ARTS 140; and either ARTH 103 or ARTH 104; and ARTS 204 or ARTS 205 or ARTS 301; or consent of instructor*

This advanced studio course cultivates and develops student's unique interests in New Media Art. Students are required to generate independent or collaborative project proposals and carry them from writing to form. These proposals investigate the combinations of digital and tangible forms, such as digital three-dimensional modeling, animation, web, video and sound as applied to sculpture, crafts, live performance or installations. The course goal is to learn how to work critically, innovatively and in an interdisciplinary manner. This course may be repeated for credit. Six hours per week. *Offered alternate semesters. Additional fee required.* This course when taken concurrently with ARTS 404 will fulfill the Writing Designated in the Major (CWRM).

**ARTS 404 - Studio Art Writing Designated in the Major (0 credit)**

*Prerequisite: Must be taken concurrently with ARTS 325 or ARTS 416 or ARTS 430 or ARTS 440 or ARTS 450 or ARTS 460 or ARTS 470 or ARTS 473 or ARTS 480 or ARTS 490*

This course fulfills the Writing Designated in the Major requirement for studio art majors. Through a variety of writing experiences, students will hone their writing skills to a level appropriate for professional artist. Graded on a (P) Pass/(N) No Pass basis. (CWRM)

**ARTS 415 - Global Studio Art Study Tour II (3 credits)**

*Prerequisite: Consent of instructor*

The study tour is offered to students with prior experience in the scheduled country. Students study a wide range of topics in studio art at

culturally rich locations abroad. Preparatory class work is conducted on campus prior to travel, studio instruction is conducted while on the tour and assignments are completed upon return. This course may be repeated for a maximum of six credits. (CFPA; CGCL; CWRT)

### **ARTS 416 - Advanced Photography (3 credits)**

*Prerequisite: ARTS 316*

The course studies photography at the advanced level. Emphasis is placed on technical, aesthetic and conceptual development for the creation of a professional portfolio. Students develop a self-directed thematic body of photography. Students learn large format camera skills including shooting, film scanning and printing. Topics covered also include digital and/or darkroom image manipulation, studio and location lighting, writing within the discipline and professional presentation of artwork. A manual film camera and/or professional digital camera and gray card are required. A tripod and handheld light meter are recommended. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. This course may be repeated three times for credit. Six hours per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

### **ARTS 418 - Advanced Topics in Photography (3 credits)**

*Prerequisite: ARTS 217 or consent of instructor*

Topics of current or special interest in photography are offered at an advanced level. Special topics are announced prior to registration. This course may be repeated for different topics. Six hours per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

### **ARTS 430 - Advanced Painting (3 credits)**

*Prerequisite: ARTS 330*

In this course, students will concentrate on personal perceptions and ideas in relation to the discipline and to contemporary trends, developing a body of work that articulates an inventive and conceptual approach to painting. Participation in an exhibition at the end of the semester is a requirement. The securing of the exhibition venue is the responsibility of the student. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. This course may be repeated twice for a maximum of nine credits. Six hours per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

### **ARTS 440 - Advanced Sculpture (3 credits)**

*Prerequisite: ARTS 340 or consent of instructor*

Advanced projects will be undertaken in chosen concepts and media under the direct supervision of the instructor. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. This course may be repeated for additional credit to further develop skills and conceptual approaches. Six hours per week. *Additional fee required. May be taken for graduate-level credit.*

### **ARTS 447 - The Printed Book (3 credits)**

*Prerequisite: ARTS 355*

Artwork will focus on narration as a theme for creating printed works. Suites, artist books, livre d'artistes, and graphic novels will be created using advanced techniques of relief, intaglio, silkscreen and/or lithography. Mixed media works will also be an option. Six hours per week. *Offered every other year. Additional fee required.*

### **ARTS 450 - Printmaking IV (3 credits)**

*Prerequisite: ARTS 357 or consent of instructor*

Advanced projects will be undertaken in chosen media to include intaglio, silkscreen, lithography, and/or relief. This course is specifically designed to develop and refine a cohesive body of printed work applying each student's own conceptual ideas. Students will also write an artist statement. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. Six hours per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

### **ARTS 460 - Advanced Graphics (3 credits)**

*Prerequisite: ARTS 362*

This course examines the application of graphic design and its visual communication to the current problems and emphasizes the study and recognition of contemporary trends in design, color and visual images as viable means to projects assigned. Two- and three-dimensional areas are explored, as well as the use of multimedia techniques to project conceptual ideas. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. This course may be taken three times for credit. Six hours per week. *Offered when needed by a number of students in upper levels. Additional fee required. May be taken for graduate-level credit.*

### **ARTS 463 - Projects in Graphic Design (3 credits)**

*Prerequisite: ARTS 361*

This course examines the application of graphic design and its visual communication to current problems, and emphasizes the study and

recognition of contemporary trends in design, color and visual images as visible means. This course may be taken three times for different topics. Six hours per week. *Additional fee required. May be taken for graduate-level credit.*

### **ARTS 470 - Advanced Ceramics (3 credits)**

*Prerequisite: ARTS 371 or consent of instructor*

Advanced projects will be undertaken in either hand-building or wheel work under direct supervision of a faculty member. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. This course may be taken three times for credit. Six hours per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

### **ARTS 473 - Glass IV (3 credits)**

*Prerequisite: ARTS 373*

Advanced projects will be undertaken in chosen techniques. Museum or gallery visits including a related written assignment are required. Emphasis is on installation, scale, and non-glass inclusions. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. Six hours per week. *Offered once each year. Additional fee required. May be taken for graduate-level credit*

### **ARTS 480 - Advanced Metals (3 credits)**

*Prerequisite: ARTS 381 or consent of instructor*

Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. This course may be taken three times. Six hours per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

### **ARTS 485 - Honors Thesis in Art (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; ARTS 338 and consent of the Departmental Honors Committee*

One-hour weekly meetings with the thesis director will culminate in a thesis comprising both art works and a written corollary. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee, who will review the results as presented by the student. This course may be taken twice for a maximum of six credits.

### **ARTS 490 - Advanced Weaving (3 credits)**

Advanced projects will be undertaken in chosen concepts and media under the direct supervision of the instructor. This course, when taken concurrently with ARTS 404, will fulfill the upper-level Writing Designated in the Major (CWRM) requirement. This course may be repeated for additional credit to further develop skills and conceptual approaches. Six hours per week. *Additional fee required. May be taken for graduate-level credit.*

### **ARTS 492 - Topics in Art (3 credits)**

Topics of limited or special interest in art education or studio art are offered. Specific topics are announced prior to registration. This course may be repeated for different topics. *Offered either semester. May be taken for graduate-level credit.*

### **ARTS 498 - Internship in Art (3-15 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

This is a non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. This course may be repeated for a maximum of 15 credits. *Offered either semester.*

### **ARTS 499 - Directed Study in Art (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

### **ARTS 501 - Art Studio Graduate Seminar (3 credits)**

*Prerequisite: Consent of instructor*

This course will involve the conceptual investigation and development of a topic/theme of personal interest to each graduate student. Students will begin by defining their thematic concepts through an essay on purpose and intent. It involves extensive scholarly research and experimentation, stressing self-exploration and independent work in an atmosphere of ongoing critical discussion involving social, political and artistic concerns. It is grounded in the assumption that each student arrives exceptionally motivated and committed to creating art. The students themselves give form and vitality to the working environment through their energy, diversity and interaction while working towards completion of a comprehensive body of work. This course may be repeated two times. *Additional fee required.*

**ARTS 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of department; formal application required*

Original research is undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ARTS 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ARTS 516 - Graduate Photography (3 credits)**

*Prerequisite: Six credits in photography or consent of instructor*

Students in the course practice photography at an advanced level. Students complete a substantial professional portfolio of photography artworks. Project assignments, objectives and requirements will be determined according to the individual student's background and interests. The course may be repeated up to two times for nine credits. Six hours per week. *Additional fee required.*

**ARTS 517 - Graduate Digital Photography (3 credits)**

*Prerequisite: ARTS 104 and ARTS 216; or consent of instructor*

Students learn to take still pictures with a professional digital single lens reflex camera, to color manage the workflow and to make fine prints. Covered in the course are digital raw file processing, creative shooting, editing and image manipulation techniques using image-processing software. Students complete a substantial professional portfolio of photography artworks. Project assignments, objectives and requirements will be determined according to the individual student's background and interests. This course may be repeated two times for nine credits. Six hours per week. *Additional fee required.*

**ARTS 519 - Photo Lighting Techniques (3 credits)**

*Prerequisite: ARTS 216 and ARTS 217; or consent of instructor*

In this course students learn a wide variety of studio and location lighting techniques for both fine art and commercial photography using both digital and analog approaches. Utilizing the lighting methods covered, students produce a portfolio of work that encompasses a wide range of subject matter and a self-directed thematic body of work. Assignments emphasize the use of light for personal expression and visual communication. Students must provide a film or digital camera with manual settings, a tripod, and a handheld strobe light meter. Six hours per week. *Offered every third semester. Additional fee required.*

**ARTS 525 - Graduate Drawing (3 credits)**

*Prerequisite: Six credits in drawing or consent of instructor*

Graduate level course work presumes an established level of proficiency in depicting the human figure as well as a comprehensive understanding of the full range of drawing materials and processes, to include mixed media. Course activities, as they often are combined with Drawing II, may frequently involve the human form as a starting point for expanded activity toward the development of a personal style. Nurturing a unique style that respects both ideational and/or observational concepts is a primary focus within this course. Every effort will be made to connect to style of drawing, past or present, as well as to luminaries within each (e.g., field trips, library research and, whenever possible, studio visits). This course may be repeated for up to three times for credit. Six hours per week. *Offered either semester. Additional fee required.*

**ARTS 530 - Graduate Painting (3 credits)**

*Prerequisite: Six credits in painting or consent of instructor*

In the classroom environment, students will move toward individual imagery development including exploration of new media and techniques as appropriate and supported by regular critiques by the instructor. This course may be repeated for up to three times for credit. Six hours per week. *Offered either semester. Additional fee required.*

**ARTS 532 - Mixed Media (3 credits)**

The Mixed Media course enables the student to explore conceptual ideas through a wide range of both traditional and non-traditional materials expanding on the possibilities and versatility of painting and drawing beyond standard approaches. Students explore painting and drawing on alternative 3-D objects and non-canvas/paper surfaces, such as: glass, steel, wood, plastic and aluminum. The student researches contemporary critical art theories, develops a vocabulary that addresses and informs his/her work, and examines how media, ideas and composition relate specifically to nontraditional materials. *Additional fee required.* This course may be repeated twice.

**ARTS 540 - Graduate Sculpture (3 credits)**

*Prerequisite: Six credits in sculpture or consent of instructor*

A course designed to challenge the student's grasp of the function and form and its expressive potential through the study of pure form and

forms in nature. The materials used are clay, plaster, wood and metal. This course may be repeated up to three times credit. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 550 - Graduate Printmaking (3 credits)**

*Prerequisite: Six credits in printmaking or consent of instructor*

This is a course in printmaking for those with previous experience. Course objectives and requirements will be planned on the basis of the individual student's interests and background. This course may be repeated up to three times for credit. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 556 - Bookbinding and Book Arts (3 credits)**

This course is designed to introduce students to bookbinding. Various techniques will be demonstrated, including a case binding, adhesive book board binding and Coptic binding. As technical facility is mastered, studies will explore imagery, content and narrative structure to create one-of-a-kind artist's books. *Additional fee required.*

### **ARTS 563 - Advanced Graphic Design (3 credits)**

*Prerequisite: ARTS 362*

This course examines the application of graphic design and its visual communication to the current problems, and emphasizes the study and recognition of contemporary trends in design, color and visual images as viable means to projects assigned. Two- and three-dimensional areas are explored, as well as the use of multimedia techniques to project conceptual ideas. This course may be repeated up to three times for credit. Six hours per week. *Additional fee required.*

### **ARTS 570 - Graduate Ceramics (3 credits)**

*Prerequisite: Six credits in ceramics or consent of instructor*

Work in wheel-throwing, hand-building, sculptural ceramics, clay technology, glaze chemistry or studio management in an individualized program depending upon the student's previous course work, abilities and interests is undertaken. This course may be repeated up to three times for credit. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 573 - Graduate Glass (3 credits)**

*Prerequisite: ARTS 473*

This is a course in glass for those with previous experience. Advanced projects will be undertaken in chosen techniques under direct supervision of a faculty member. This course may be repeated up to three times for credit. Six hours per week. *Offered once each year. Additional fee required.*

### **ARTS 580 - Graduate Metals (3 credits)**

*Prerequisite: Six credits in metals or consent of instructor*

Work in surface embellishment, construction, casting and forming of non-ferrous metals is undertaken. Emphasis is on experimentation with new technology, materials and techniques. This course may be repeated up to three times for credit. Six hours per week. *Offered either semester. Additional fee required.*

### **ARTS 590 - Graduate Weaving (3 credits)**

*Prerequisite: Six credits in weaving or consent of instructor*

Advanced work in fiber planned in accordance with the student's prior course work and experience is undertaken. Emphasis given to thorough exploration of color, design and fiber selection in the execution of technically ambitious projects. Areas of study may include rug weaving, eight-harness double weaves, sculptural weaving and tapestry. This course may be repeated up to three times for credit. Six hours per week. *Additional fee required.*

### **ARTS 592 - Graduate Topics in Art (3 credits)**

Topics of limited or special interest will be offered to graduate students in art education or studio art. Specific topics will be announced prior to registration. This course may be repeated for different topics.

## **Art Studio: Other Approved Courses**

### **ARTS 338 - Honors Tutorial in Art (3 credits each semester)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; consent of the Departmental Honors Committee is required*  
This tutorial involves special topics in art. Three hourly meetings weekly.

### **ARTS 339 - Honors Tutorial in Art (3 credits each semester)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; consent of the Departmental Honors Committee is required*  
This tutorial involves special topics in art. Three hourly meetings weekly.



### **ARTS 562 - Graphic Design III (3 credits)**

*Prerequisite: ARTS 361*

This course includes advanced study in design. Dealing with the integration of illustration, design and topography to specific projects, the designer could be expected to work in a studio, agency or in-house design situation. Two and three-dimensional areas are explored. This course may be taken up to three times for credit. Six hours per week. *Additional fee required.*

## **▪ ATHLETIC TRAINING**

### **ATTR 100 - Athletic Taping and Bracing (3 credits)**

This course is designed for students who wish to apply to the Athletic Training Education Program (ATEP). Content will include basic athletic taping and bracing techniques commonly used to prevent athletic related injuries in the physically active population. Students will be educated on the variety of protective equipment that is utilized in athletic populations in addition to rehabilitative settings. Students will be expected to complete specific taping, bracing and padding techniques as well as equipment inspection, fitting and removal at a competent level prior to being accepted into the athletic training education program. *Offered once each semester.*

### **ATTR 112 - Sports First Aid (3 credits)**

This class is designed for individuals working with physically active people to provide instruction in, and application of, emergency first aid treatment for sports-related injuries and conditions. Guidelines for injury prevention will be discussed. Upon successful completion of this course students will be certified in CPR/AED for the Professional Rescuer, Standard First Aid and Bloodborne Pathogens in accordance with the requirements of the American Red Cross. Two hours of lecture and two hours of laboratory weekly.

### **ATTR 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **ATTR 240 - Introduction to Athletic Training (3 credits)**

*Prerequisite: PHED 100*

This course introduces the athletic training major into the field of athletic training including their role in providing sports injury management, taping and use of immobilization devices, basic injury evaluation and rehabilitation principles. Two hours of lecture and two hours of laboratory weekly.

### **ATTR 241 - Level I Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: Consent of the coordinator of the athletic training concentration*

This clinical class will introduce the athletic training student into the clinical aspect of the athletic training profession. Observational hours will focus on the traditional athletic training work environment and will be augmented with weekly seminars on issues necessary to become a successful athletic trainer.

### **ATTR 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ATTR 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

#### **ATTR 340 - Sports Injury Management – Lower Extremity (3 credits)**

*Prerequisite: ATTR 240*

This course is an intensive study into the assessment techniques utilized in the evaluation of athletic injuries and illnesses occurring to the lower extremity. Students must be able to apply and demonstrate evaluative skills and knowledge of joint and muscular musculoskeletal anatomy related to the pathology and management of specific injuries and conditions associated with the lower extremity. Two hours of lecture and two hours of laboratory weekly.

#### **ATTR 341 - Sports Injury Management – Upper Extremity (3 credits)**

*Prerequisite: ATTR 340*

This course is an intensive study into the assessment techniques utilized in the evaluation of athletic injuries and illnesses occurring to the upper extremity and torso. Students must be able to apply and demonstrate evaluative skills and knowledge of joint and musculoskeletal anatomy related to the pathology and management of specific injuries and conditions associated with the upper extremity and torso. Two hours of lecture and two hours of laboratory weekly.

#### **ATTR 342 - Level II Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 241*

This clinical class will introduce the athletic training student to basic and intermediate skills and techniques in the athletic training profession. Through appropriate clinical rotations, students will learn clinical competencies under the direction of a certified athletic trainer. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

#### **ATTR 343 - Level III Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 342*

This clinical class will introduce the athletic training student into the clinical aspect of the athletic training profession. Observational hours will focus on the traditional athletic training work environment and will be augmented with weekly seminars of issues necessary to become a successful athletic trainer.

#### **ATTR 368 - Medical Sign Language (3 credits)**

*Prerequisite: Consent of instructor*

This course is an introduction to sign language and vocabulary specific to the medical field and Deaf culture for medical professionals. It will be comprised of traditional in-class sign language acquisition and skill building. Upon completion of this course, students will be able to have basic sign language interactions with deaf patients of all age ranges including, but not limited to, asking about and answering common procedural questions, using finger spelling and learning specific approaches needed to interact successfully with deaf patients. Additionally, students will understand specific topics and concerns pertinent and foundational to Deaf culture that will assist them to understand the perspectives and needs for their deaf patients. Open to students dealing with clinical populations in medical settings. Offered spring semester.

#### **ATTR 410 - Nutritional Concepts for Health Care Practitioners (3 credits)**

*Prerequisite: ATTR 443 and ATTR 446*

This course will provide an overview of nutrition principles and strategies for the health care practitioner. Students will learn and apply the techniques required to complete a nutrition assessment and they will explore various nutrition issues that confront the health care practitioner. (CWRM)

#### **ATTR 442 - Therapeutic Exercise (3 credits)**

*Prerequisite: ATTR 340*

This course is a comprehensive analysis of therapeutic exercise in a sports medicine environment. Topics discussed include the healing process and pathophysiology of a musculoskeletal injury, goals of rehabilitation, flexibility and strength training methods and protocol, aquatic therapy, pharmacological considerations, psychological considerations and specific rehabilitation techniques for the various body segments. Two hours of lecture and two hours of laboratory weekly. *May be taken for graduate-level credit.*

#### **ATTR 443 - Pharmacology for the Physically Active (1 credit)**

*Prerequisite: ATTR 340*

This course is designed to provide students with an overview of pharmacology and how it relates to the physically active individual. Therapeutic medications, supplements, performance-enhancing drugs and drug testing protocols will be discussed.



**ATTR 446 - Medical Conditions and Disabilities of the Physically Active (2 credits)**

*Prerequisite: ATTR 340*

This course will provide the knowledge, skills and values that an entry-level athletic trainer must possess to recognize, treat, and refer, when appropriate, general medical conditions and disabilities seen in athletes and others involved in physical activity. Students will learn about and apply various general medical principles and practices as they relate to physically active populations.

**ATTR 450 - Therapeutic Modalities (3 credits)**

*Prerequisite: ATTR 241*

This course will introduce the athletic training student to therapeutic modalities used in sports medicine. A one-hour lecture and two-hour laboratory will provide practical application of clinical skills including indications, contraindication and record keeping associated with patient care. *May be taken for graduate-level credit.*

**ATTR 454 - Level IV Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 343*

This clinical class will focus on the learning over time process of demonstrating competence in the cognitive, psychomotor and affective domains in athletic training. Under the direction of a certified athletic trainer, students will begin to demonstrate mastery of specified competencies. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional. *May be taken for graduate-level credit.*

**ATTR 455 - Level V Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 454*

This clinical class will culminate the learning over time process of demonstrating competence in the cognitive, psychomotor and affective domains in athletic training. The clinical experience will be enhanced with seminars pertinent to the entry-level professional. *May be taken for graduate-level credit.*

**ATTR 460 - Psychosocial Intervention and Patient Care (3 credits)**

*Prerequisite: ATTR 454*

This course aims to assist the practitioner with mastering competencies related to the psychosocial intervention and referral domain. Students will develop skills that will assist them to recognize, intervene, and refer when appropriate, patients exhibiting socio-cultural, mental, emotional and psychological behavioral problems/issues. *Offered every year.*

**ATTR 490 - Administration of Athletic Training (3 credits)**

*Prerequisite: ATTR 341*

This course is a study of various administrative topics confronting an athletic trainer in the management of a sports medicine facility including program management, human resource management, financial management, facility design and planning, informational management, insurance and legal considerations in sports medicine.

**ATTR 499 - Directed Study in Athletic Training (1-3 credits)**

*Prerequisite: Consent of department; formal application required*

Directed study is open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**ATTR 501 - Athletic Training Project (3 credits)**

*Prerequisite: Matriculation in the MS in Athletic Training and consent of instructor*

Students will plan and implement an athletic training research or clinical based project. The project will culminate with an oral defense to the project committee. Topics must be relevant to the student's program of study, or have the potential to make a positive contribution to the athletic training discipline, or to facilitate the development or improvement of a program.

**ATTR 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research is undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ATTR 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ATTR 510 - Nutritional Concepts for Health Care Practitioners (3 credits)**

This course will provide an overview of nutritional principles and strategies for the health care practitioner. Students will learn and apply the techniques required to complete a nutritional assessment, and they will explore various nutritional issues that confront their clients across the lifespan.

**ATTR 511 - Research Methods in Physical Education (3 credits) Cross Listed with PHED 511**

This course will develop competencies needed to both produce and consume research in physical education and allied areas. In the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. *Offered fall semester.*

**ATTR 540 - Management of Lower Extremity Conditions (3 credits)**

*Prerequisite: Acceptance into the Athletic Training Program*

The course will focus on a critical analysis of sport-related injuries and conditions that may affect the lower extremity in physically active individuals. The application of joint and musculoskeletal anatomy will be utilized to assess the various joints and body regions of the lower extremity to determine the appropriate management of these sport-related conditions. Two hours of lecture and two hours of laboratory weekly.

**ATTR 541 - Management of Upper Extremity and Torso Conditions (3 credits)**

*Prerequisite: ATTR 540*

The course will focus on a critical analysis of sport-related injuries and conditions that may affect the upper extremity and torso in physically active individuals. The application of joint and musculoskeletal anatomy will be utilized to assess the various joints and body regions of the upper extremity and torso to determine the appropriate management of these sport-related conditions. Two hours of lecture and two hours of laboratory weekly.

**ATTR 542 - Therapeutic Exercise (3 credits)**

*Prerequisite: Acceptance into the Athletic Training Program*

This course is a comprehensive analysis of therapeutic exercise in a sports medicine environment. Topics discussed include the healing process and pathophysiology of a musculoskeletal injury, goals of rehabilitation, flexibility and strength-training methods and protocol, aquatic therapy, pharmacological considerations during rehabilitation, psychological considerations and specific rehabilitation techniques for the various body segments. Two hours of lecture and two hours of laboratory weekly.

**ATTR 543 - Pharmacology for the Physically Active (1 credit)**

This course is designed to provide the student with an overview of pharmacology and how it relates to the physically active individual. Therapeutic medications, supplements, performance enhancing drugs and drug testing protocols will be discussed.

**ATTR 546 - Medical Conditions of the Physically Active (2 credits)**

This course will provide the knowledge, skills, and values that an entry-level athletic trainer must possess to recognize, treat and refer, when appropriate, general medical conditions and disabilities seen in athletes and others involved in physical activity.

**ATTR 548 - Applied Biomechanics and Movement Analysis (3 credits) Cross Listed with PHED 546**

This course provides students with a knowledge and understanding of the mechanical concepts underlying performance of motor skills. Focus is on analytic techniques, which allow students to analyze skills and effectively consume complex skill analyses conducted by others. *Offered fall semester, alternate years.*

**ATTR 550 - Therapeutic Modalities (3 credits)**

*Prerequisite: Acceptance into the Athletic Training Program*

This course will focus on the relationship of the electromagnetic and acoustic spectra, the principles of electricity, and nonmechanical modalities in the treatment of sports-related injuries and conditions. A two-hour lecture and two hour laboratory session will provide an opportunity for students to learn the indications, contraindications, application protocols and record keeping associated with patient care.

**ATTR 560 - Psychosocial Intervention and Patient Care (3 credits)**

The goal of this course is to assist the practitioner in mastering competencies related to the psychosocial intervention and referral domain. Students will develop skills and gain knowledge that will assist them to recognize, intervene, and refer, when appropriate, patients exhibiting socio-cultural, mental, emotional, psychological and behavioral disorders and concerns.

**ATTR 561 - Level I Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: Consent of Athletic Training Program Director*

This clinical class will introduce the athletic training student to the clinical aspect of the athletic training profession. Observational hours will focus on the traditional athletic training work environment and will be augmented with an intensive seminar on basic practices necessary to become a successful athletic trainer.

**ATTR 562 - Level II Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 561*

This clinical class will introduce the athletic training student to basic and intermediate skills and techniques used in the athletic training profession. Through appropriate clinical rotations, students will learn competencies under the direction of a certified athletic trainer. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

**ATTR 563 - Level III Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 562*

This clinical class will introduce the athletic training student to intermediate and advanced skills and techniques used in the athletic training profession. Through appropriate clinical rotations, students will learn clinical competencies under the direction of a certified athletic trainer. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

**ATTR 564 - Level IV Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 563*

This clinical class will focus on the learning over time process of demonstrating competence in the cognitive, psychomotor and affective domains in athletic training. Under the direction of a certified athletic trainer, students will begin to demonstrate mastery of specific competencies. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

**ATTR 565 - Level V Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 564*

This clinical class will culminate the learning over time process of demonstrating competence in the cognitive, psychomotor and affective domains in athletic training. The clinical experience will be enhanced with seminars pertinent to the entry-level professional.

**ATTR 590 - Administration in Athletic Training (3 credits)**

This course is a study of various topics involved in the management of an athletic training facility including program management, human resource management, financial management, facility design and planning, informational management, public relations, insurance and legal considerations in athletic training. Standards and practices of the athletic training professional will also be discussed. These experiences are developed through lectures, demonstrations and discussions with professionals in the field including athletic trainers, physicians, physician assistants and lawyers. *Offered alternate years.*

## ■ AVIATION SCIENCE

**AVSC 100 - Private Pilot Flight (3 credits)**

*Prerequisite: AVSC 105 which may be taken concurrently*

This course consists of flight instruction and ground tutoring, aircraft systems, flight planning, solo and cross-country flight, flight maneuvers, VFR navigation, introduction to night flight and emergency operations. The Private Pilot Flight course prepares the student for the FAA Private Pilot Certificate.

**AVSC 105 - Private Pilot Ground School (6 credits)**

Topics include basic performance and aerodynamics of the airplane, airplane structure and systems, flight control and instruments, weight and balance, airports, communications, air traffic control, meteorology and Federal Aviation Regulations. Aeronautical charts, airspace, radio navigation including VOR, DME, ADF, radar and transponders A.I.M. are considered, as well as use of the flight computer, cross-country flight planning and medical factors of flight. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Offered either semester.*

**AVSC 107 - Primary Flight I (2 credits)**

*Corequisite: AVSC 110*

This course provides the fundamental techniques and knowledge for aircraft control and a foundation in airmanship. Aircraft and flight training devices are implemented during this course. The student is expected to perform solo operations as pilot in command. At the end of this course, the student will have completed the initial solo flight and post solo stage check. *Additional fee required.*

**AVSC 108 - Primary Flight II (1 credit)**

*Prerequisite: AVSC 107*

This course provides the fundamental knowledge required for the student to successfully learn the maneuvers and procedures for pre-solo flight, dual and solo flight, local operations and introduction to VFR cross-country. Upon successful completion of this course, the student will meet the requirements to take the FAA practical test for certification as a private pilot with an airplane single engine land rating. *Additional fee required.*

**AVSC 110 - Aviation Science I (3 credits)**

*Corequisite: AVSC 107*

During this course the student will be introduced to the aviation environment including pilot training, aviation opportunities, aeronautical decision making, and single-pilot resource management. The student will become familiar with airplane systems and aerodynamic principles. The student also will obtain a basic knowledge of safety of flight, airports, aeronautical charts, airspace radio communications and air traffic control (ATC) light signals, and air traffic control services, including the use of radar. In addition, the student will learn radio procedures and methods for obtaining flight information.

**AVSC 111 - Aviation Science II (3 credits)**

*Prerequisite: AVSC 110*

This course is an introduction to the post-solo phase of flight, including Federal Aviation Regulations (FARS) pertaining to the private pilot, basic weather and weather chart interpretation, cross-country flight planning and navigation, and flight physiology. The student is prepared to take the FAA private pilot knowledge test upon successful completion of this course.

**AVSC 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in aviation allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. May be repeated for a maximum of six credits.

**AVSC 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in aviation allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits.

**AVSC 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**AVSC 200 - Instrument Flight (4 credits)**

*Prerequisite: AVSC 108 and AVSC 111*

This course is a review and practice of basic, advanced and precision flight maneuvers and concentrated instrument flight instruction including IFR navigation. Emphasis is placed on aircraft control, IFR flight planning, departure, enroute, holding and arrival procedures, instrument approaches, IFR procedures and regulations.

**AVSC 211 - Commercial Pilot Ground School (3 credits)**

*Prerequisite: AVSC 107 and AVSC 111*

Subject matter involves advanced treatment of the airplane systems, performance and control, the National Airspace System, Federal Aviation Regulations, meteorology, radio navigation and the physiology of flight. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Offered either semester.*

**AVSC 212 - Instrument Pilot Ground School (3 credits)**

*Prerequisite: AVSC 108 and AVSC 111*

Topics include discussion of aircraft environmental control systems and commercial flight planning, study of instrument flight charts, IFR departure, enroute and approach procedures. FARs and IFR Flight Planning. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Offered either semester.*

**AVSC 215 - Single Engine Flight Simulator Instruction (1-3 credits)**

*Prerequisite: AVSC 105 or consent of instructor*

Single engine flight simulated instruction is conducted with the use of a flight simulator located at the New Bedford airport. The course content will be determined in accordance with the flight experience of the student. A student must enroll for a minimum of one credit. The course may be repeated for a maximum of three credits. (Fifteen hours of instruction are required for one credit.) *Offered either semester.*

**AVSC 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite:* Open to all Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in aviation allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester.

**AVSC 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite:* Open to all Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in aviation allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester.

**AVSC 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**AVSC 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**AVSC 300 - Commercial Flight (4 credits)**

*Prerequisite:* AVSC 200; and AVSC 211, which may be taken concurrently

Lessons include a review of basic flight maneuvers, as well as concentrated instruction and solo proficiency practice in precision flight maneuvers. Introduction to flight in complex aircraft, experience in night and cross-country flying, with altitude instrument flying. This course also consists of a complete review of all commercial maneuvers, instrument flying techniques, procedures and regulations. The Commercial Flight course prepares the student for FAA Commercial Pilot and Instrument ratings.

**AVSC 303 - Flight Instructor Ground School (3 credits)**

*Prerequisite:* AVSC 200 and AVSC 212 and AVSC 300 and AVSC 211

This course provides aviation instructors with easily understood learning and teaching information and its use in their task of conveying aeronautical knowledge and skills to students. Topics include aspects of human behavior, teaching methods and communication, evaluation and criticism, instructional planning, instructor characteristics and responsibilities. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Offered either semester.*

**AVSC 305 - Introduction to General Aviation Management (3 credits)**

*Prerequisite:* MGMT 130 and junior status; or consent of instructor

This course is an in-depth study of Fixed Base Operations (FBO) business management and operations including financial aspects, human resources, MIS, flight line, flight operations, marketing, maintenance and facilities. *Offered either semester.*

**AVSC 307 - Air Carrier Operations (3 credits)**

*Prerequisite:* MGMT 130 and junior status; or consent of instructor

This course is an in-depth study of the U.S. air carrier industry, its structure and its place in the aerospace industry. The history, economics, management and regulation of the domestic air carrier industry are examined in detail. *Offered fall semester.*

**AVSC 310 - Aviation Safety (3 credits)**

*Prerequisite:* AVSC 111 or consent of instructor

The primary emphasis of this course is to instill safety consciousness. It encompasses the role of federal organizations involved with



aviation safety and stresses their contributions to the aerospace industry. The course will explore flight physiology, utilization of aeronautical services and facilities, a historical perspective and analyzing documented case studies. *Offered spring semester.*

**AVSC 316 - Multi-Engine Flight Simulator Instruction (1-3 credits)**

*Prerequisite: AVSC 413 or consent of instructor*

Multi-engine flight simulated instruction is conducted with the use of a flight simulator at the New Bedford airport. The course content will be determined in accordance with the flight experience of the student. Students must enroll for a minimum of one credit. The course may be repeated for a maximum of three credits. (Fifteen hours of instruction are required for one credit.) *Offered either semester.*

**AVSC 320 - Aviation Regulatory Process (3 credits)**

*Prerequisites: AVSC 111 and junior status; or consent of instructor*

This course is a study of the development of the United States aviation regulatory process, its current structure, the rule-making process, the appeals process, ICAO, etc., as well as an exposure to current aviation law as it applies to aviators and operators in the airspace system. *Offered either semester. (CWRM)*

**AVSC 330 - Aircraft Systems (3 credits)**

*Prerequisites: AVSC 211 and junior status; or consent of instructor*

This course is an examination of current aircraft systems moving from the more elementary systems found in smaller general aviation aircraft to the more complex systems found in current turbine powered transport category aircraft. These systems will include power plant, electrical, flight control, air conditioning and pressurization, ice and rain protection, oxygen, avionics and emergency equipment. *Offered fall semester.*

**AVSC 399 - Special Topics in Aviation (3 credits)**

*Prerequisite: AVSC 105*

This course will cover timely and important aviation issues not offered in other courses. Topics will change semester by semester and will be announced prior to registration. This course may be repeated with permission of department.

**AVSC 400 - Instructional Flight (3 credits)**

*Prerequisite: AVSC 200 and AVSC 211 and AVSC 212 and AVSC 300; and AVSC 303, which may be taken concurrently*

This course includes analysis of flight maneuvers, take-offs, landings, stalls, emergencies and procedures, as well as analysis and practice instruction of advanced maneuver, altitude instrument flying, considerations of night flight, aircraft performance, cross-country flight and navigation. Practice flight and ground instruction. It prepares the student for the FAA Certified Flight Instructor rating.

**AVSC 402 - Insurance and Risk Management in Aviation (3 credits)**

*Prerequisite: AVSC 305*

This course is a practical study of U.S. regulations governing aviation and a survey of appropriate risk management policies of aviation. The case method is employed to present practical applications of principles under consideration. *Offered fall semester.*

**AVSC 407 - Aviation Marketing Management (3 credits)**

*Prerequisite: AVSC 111 and AVSC 305*

Selling and pricing business aviation services and creative marketing strategy are studied in an analytical approach to advertising, sales force administration, promotion, distribution, retailing, logistics, wholesaling, product planning, price policies, market research and consumer behavior. *Offered spring semester.*

**AVSC 411 - Instrument Flight Instructor Ground School (2 credits)**

*Prerequisite: AVSC 300 and AVSC 211; and AVSC 303, which may be taken concurrently*

Techniques of teaching instrument flight, analysis of instrument maneuvers and approaches, enroute operations and lesson planning are covered. This course will prepare students for the Federal Aviation Administration (FAA) instrument flight and ground instructor written examinations.

**AVSC 412 - Instrument Flight Instructor Flight Training (2 credits)**

*Prerequisite: AVSC 411, which may be taken concurrently*

Teaching analysis of altitude instruments, instrument approaches, and enroute operations are covered. This course will prepare students for the Federal Aviation Administration (FAA) practical test. Two two-hour lecture/demonstration periods weekly for one quarter. *Offered either semester.*

**AVSC 413 - Multi-Engine Rating Ground School (1 credit)**

*Prerequisite: AVSC 211 and AVSC 300*

This course prepares the prospective multi-engine pilot for the flight portion of the Federal Aviation Administration (FAA) multi-engine certification, including an in-depth study of multi-engine aerodynamics, systems, weight and balance, performance and emergencies.

**AVSC 414 - Multi-Engine Flight Training (1 credit)**

*Prerequisite: AVSC 413*

This course prepares the prospective multi-engine pilot for the Federal Aviation Administration (FAA) multi-engine flight test. It includes multi-engine maneuvers, systems, weight and balance and emergencies. Two one-hour lecture/demonstration periods weekly for one quarter. *Offered either semester.*

**AVSC 417 - Multi-Engine Instructor Flight Training (2 credits)**

*Prerequisite: AVSC 303 and AVSC 400 and AVSC 413 and AVSC 414; and AVSC 416, which may be taken concurrently*

This course covers the development of aeronautical skill and experience in multi-engine aircraft as well as acquisition of teaching proficiency from right seat of multi-engine airplane. One two-hour lecture/demonstration period weekly for one quarter. *Offered either semester.*

**AVSC 450 - Human Factors in Aviation (3 credits)**

*Prerequisite: AVSC 310 and junior status; or consent of instructor*

This course provides a study in the "human aspects" that affect the interaction of man with machine and technology in the aviation environment. Topics will include analysis of human/machine interfaces in the aircraft design environment, in the cockpit environment and in the air traffic control environment.

**AVSC 471 - Aviation Management (3 credits)**

*Prerequisite: AVSC 307 and AVSC 402 and AVSC 407 and senior status; or consent of instructor*

This capstone course uses the tools and concepts mastered in each of the previous aviation courses to look at current business problems and topics related to the aviation industry. (CWRM)

**AVSC 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to all Commonwealth and Departmental Honors students and to others at the discretion of the instructor*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits.

**AVSC 498 - Internship in Aviation Science (3-15 credits)**

*Prerequisite: Consent of the department chairperson of aviation science; formal application required*

The internship is an instructive endeavor in the aviation industry or an aviation related business, which complements the academic program. The student will receive meaningful and practical work experience conducted at an airline, a Fixed Base Operation (FBO), the FAA, an aviation consulting firm or other aviation related firms. This course may be repeated for a maximum of 15 credits. *Offered either semester.*

**AVSC 499 - Directed Study in Aviation Science (1-3 credits)**

*Prerequisite: Junior status and consent of the department; formal application required*

Directed study is open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

## **Aviation Science: Other Approved Courses**

**AVSC 350 - Airport Management (3 credits)**

*Prerequisite: MGMT 130 and junior status; or consent of instructor*

This course is a study of managerial challenges associated with the operations of an airport. The course examines the history of airport development in the U.S., pertinent developments in legislation, planning, funding, local controlling authorities, growth management, regulatory aspects and public relations.

**AVSC 416 - Multi-Engine Instructor Ground School (2 credits)**

*Prerequisite: AVSC 303 and AVSC 400 and AVSC 413 and AVSC 414*

This course involves techniques of teaching multi-engine flight, multi-engine operations and systems, aerodynamics of multi-engine flight, environmental systems and multi-engine airplane instruction. One two-hour lecture/demonstration period weekly.

## ■ **BIOLOGICAL SCIENCES**



**BIOE 511 - Advanced Biological Topics and Techniques (1-3 credits)**

Designed for secondary education science teachers, this course is composed of three one credit "short courses." Short course topics will vary and will also serve the continuing needs of teachers for professional development. Possible topics could include whales of Massachusetts, isolation of plasmids, fungal genetics, spring migratory birds, freshwater macroinvertebrates of local ponds and streams, New England wetland plants, intertidal invertebrates, New England wildflowers, etc. This course may be repeated for different topics.

**BIOE 513 - Advances in Cell/Molecular Biology (3 or 4 credits)**

This graduate-level course designed for secondary education science teachers will cover subject areas of cell and molecular biology. Possible subject area components could include molecular biology, techniques of molecular biology, microbiology, embryology, cytology, biological electron microscopy, the foundations of biology, biology of the fungi, virology, human genetics, advanced cellular biology and advanced developmental biology. This course may be repeated for different topics. Laboratory may be included.

**BIOE 514 - Advances in Biomedical/Physiological Biology (3 or 4 credits)**

This graduate-level course designed for secondary education science teachers will cover subject areas of biomedical and physiological biology. Possible subject area components could include embryology, parasitology, neurobiology and advanced physiology. This course may be repeated for different topics. Laboratory may be included.

**BIOE 515 - Advances in Ecological/Environmental Biology (3 or 4 credits)**

Designed for secondary education science teachers, this course will cover subject areas in ecological and environmental biology. This course may be repeated for different topics. Laboratory may be included.

**BIOL 100 - General Principles of Biology (4 credits)**

The biological principles at the cellular and organismal levels are discussed. The topics covered include cell structure, respiration, photosynthesis, osmosis, enzymes, DNA and protein synthesis, genetics, ecology and evolution. Three hours of lecture and one two-hour laboratory period weekly. *Offered every semester.* (CNSL)

**BIOL 102 - Introduction to Zoology (4 credits)**

This course considers the zoological aspects of biology with emphasis on human systems. Topics include the chemical basis of life, the structure and physiology of cells, tissues, organs and organ-systems, embryonic development, heredity, evolution and ecology. Three hours of lecture and one two-hour laboratory period weekly. *Offered every semester.* (CNSL)

**BIOL 110 - Biology: A Human Approach (3 credits)**

This course examines biological principles as they apply to the human biology and to the role of humans in nature. A study of different levels of organization leads to analysis of the structure and function of the major systems of the human body. Topics will include human heredity, evolution and ecology. *Offered spring semester.* (CNSN)

**BIOL 111 - Human Heredity (3 credits)**

The principles of genetics, which are important to an understanding of the hereditary mechanism in humans are covered. Individual differences in relation to gene-environment interaction and the role of heredity in society, behavior, health and disease are discussed. This course is primarily an elective for non-science majors.

**BIOL 112 - Biology and Human Thought (3 credits)**

The development of the fetal brain, its cellular structures and organization and the functions associated with various brain regions will be discussed. Major emphasis will be devoted to neuronal cell conduction and transmission and the cellular basis for movement, sensory activity, emotions, memory and language production. In addition, students will explore a variety of brain and neurological disorders. Three hours of lecture weekly. (CNSN)

**BIOL 115 - Microbial World and You (3 credits)**

This course considers microorganisms (bacteria, algae, fungi, protozoa, and viruses) and their interactions with humans. The principles and applications of environmental, industrial and medical microbiology are discussed. *Offered either semester.* (CNSN)

**BIOL 117 - Environmental Biology (4 credits)**

Ecological relationships and current environmental issues are explored in class with a focus on how biological systems function and what impacts humans have had on global biodiversity. Class discussions and short video clips from Nature, CNN and CBC news explore the human impact on harvesting renewable and nonrenewable resources, biogeochemical cycles, human population growth, threats to endangered species, global climate change, sustainable use of renewable resources and local impacts on global biodiversity. Class discussions, laboratory exercises and team projects highlight examples taken from outside the United States and particularly case studies drawn from Canada and regions of Southeast Asia. Laboratory exercises emphasize making observations and using quantitative reasoning to study effects of environmental factors on organisms; using computer models to study harvest impacts on world fisheries; and case studies to examine water use and world health issues. Three hours of lecture and one two-hour laboratory weekly. (CNSL)

**BIOL 119 - The Botanical World (3 credits)**

This course is an introduction to the biology of plants, exploring their diversity, peculiar adaptations, associations with animals, practical uses and the profound effect they have had on modern civilization. (CNSN)

**BIOL 121 - General Biology I (4 credits)**

*Prerequisite: Restricted to biology, chemistry and computer science majors; and biology minors; or consent of department chairperson*

This core course in the Biology major is an introduction to the concepts of molecular and cellular biology, reproduction, metabolism, genetics and mechanisms of evolution. Three hours of lecture and one three-hour laboratory weekly. *Offered fall semester.* (CNSL)

**BIOL 122 - General Biology II (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; or equivalent*

This course is a survey of the major groups of organisms, their morphology, physiology, evolution and ecology. Three hours of lecture and one three-hour laboratory weekly. *Offered spring semester.*

**BIOL 128 - The Biology of Human Sexuality (3 credits)**

The Biology of Human Sexuality is designed to introduce students to the basics of the human reproductive system. Students will develop a healthy understanding of sexuality, its role in society and how it applies to our daily life. Three hours of lecture per week. (CNSN)

**BIOL 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**BIOL 200 - Cell Biology (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-" or equivalent; and BIOL 122 with a minimum grade of "C-" or concurrent enrollment; and CHEM 131 or CHEM 141; and CHEM 132 or CHEM 142 or concurrent enrollment; or consent of instructor*

This course is an introduction to the basic concepts in cell structure and cell physiology. Topics will include the function of cellular organelles, enzymes and cell metabolism, the synthesis of macromolecules and the flow of genetic information in the cell, including transcription and translation. Three hours of lecture and one three-hour laboratory period weekly. *Offered spring semester.*

**BIOL 225 - General Ecology (4 credits)**

*Prerequisite: BIOL 100 with a minimum grade of "B-" or BIOL 102 with a minimum grade of "B-" or BIOL 121 with a minimum grade of "C-"; and BIOL 122 with a minimum grade of "C-"; or consent of instructor*

Fundamentals of the interactions of populations, communities and ecosystems are investigated in lecture. Students will be acquainted with techniques of data gathering and analysis in ecology. Laboratory trips will allow students to investigate ecological communities in Southeastern Massachusetts. One all day Saturday field trip will be required as part of the laboratory. Three hours of lecture and one three-hour laboratory period weekly. *Offered fall semester.*

**BIOL 243 - Systematic Botany (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; or consent of instructor*

This course includes lecture presentations in the identification, naming and classification of higher plants. The laboratory will focus on acquiring skills in plant identification with an emphasis on the flora of Massachusetts. Three hours of lecture and one three-hour laboratory period weekly.

**BIOL 251 - Human Anatomy and Physiology I (4 credits)**

*Prerequisite: BIOL 100 or BIOL 102 with a minimum grade of "B-"; or BIOL 121 or BIOL 122 with a minimum grade of "C-"; or consent of instructor*

This course is an intensive study of the biochemistry and cellular structures of tissues; the integumentary, skeletal and muscle systems; joints, fundamentals of the nervous system; the peripheral, central and autonomic nervous systems and the special senses. Three hours of lecture and one three-hour laboratory per week. *Offered fall semester.*

**BIOL 252 - Human Anatomy and Physiology II (4 credits)**

*Prerequisite: BIOL 100 or BIOL 102 with a minimum grade of "B-"; or BIOL 121 or BIOL 122 with a minimum grade of "C-"; and BIOL 251 with a minimum grade of "C-"; or consent of instructor*

This course is an intensive study of the structure and function of the heart, circulatory system and blood; and the organ systems including lymphatic, endocrine, respiratory, digestive and reproductive systems. Three hours of lecture and one three-hour laboratory per week. Offered spring semester.

#### **BIOL 284 - Invertebrate Zoology (4 credits)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-" or equivalent; or consent of instructor

This course covers the biology of invertebrates from a phylogenetic standpoint with emphasis on taxonomy, morphology, physiology, development and natural history. Representatives of the principal classes of each phylum are studied. Three hours of lecture and three hours of laboratory weekly. In alternate spring semesters, either BIOL 284 or BIOL 382 will be offered.

#### **BIOL 293 - Service-Learning in Biology (1 credit)**

*Prerequisite:* Successful completion of at least two biology courses, and either a minimum GPA in biology of 2.5 or a cumulative GPA of 2.5 and consent of the department

Service-learning includes community based experiences such as laboratory or occupational experience in conservation with state or local agencies as well as industrial, allied health, educational, medical, governmental, recreational or regulatory experience with other organizations outside of the university. This course is a pre-internship experience designed to combine fieldwork with service for a total of 40 hours. Students will meet periodically with the course instructor to reflect on experiences and connect with curriculum content. No more than three credits may be used toward the biology major electives. Graded on a (P) Pass/(N) No Pass basis.

#### **BIOL 297 – Biometry (4 credits)**

*Prerequisite:* MATH 141 with a minimum grade of "C-" or MATH 161 with a minimum grade of "C-" or MATH 161E with a minimum grade of "C-"; and BIOL 225 with a minimum grade of "C-"; or consent of instructor

This course is an introduction to the general principles and use of statistical analyses in the biological sciences. Topics include probability theory, characterization of data with descriptive statistics, sampling error, elements of experimental design, and hypothesis testing, emphasizing the philosophy and assumptions of statistical analysis as well as the mechanics. The course uses SPSS as a computing tool and will require a final project. Three hours of lecture and one three-hour laboratory period weekly. (CQUR)

#### **BIOL 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.

Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit (CSYS)

#### **BIOL 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

#### **BIOL 320 – Biochemistry (3 credits)**

*Prerequisite:* BIOL 200 with minimum grade of "C-"; CHEM 131-132 or CHEM 141-142; MATH 141; or consent of the instructor. A course in physiology recommended, e.g., BIOL 252, BIOL 280, BIOL 341 or BIOL 373

This course is a study of the characteristics and metabolism of biological molecules. Topics include enzyme structure and function; techniques of enzyme study; anabolic and catabolic pathways and their regulation; and applications of thermodynamics and kinetics to biological systems. Three hours of lecture weekly.

#### **BIOL 321 – Genetics (4 credits)**

*Prerequisite:* BIOL 100 with a minimum grade of "B-" or BIOL 102 with a minimum grade of "B-" or BIOL 121 with a minimum grade of "C-"; and BIOL 200 with a minimum grade of "C-"; and CHEM 131 and CHEM 132, or CHEM 141 and CHEM 142; or consent of instructor

This course presents an analysis of the basic principles underlying heredity and the mechanisms involved in the replication, recombination, mutation, variation and expression of genetic material in representative plant, animal and microbial systems. Three hours of lecture and one three-hour laboratory period weekly. *Offered fall semester.*

**BIOL 325 – Ichthyology (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-"; or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 225 with a minimum grade of "C-"; and CHEM 131 or CHEM 141 taken previously or concurrently; or consent of instructor*

Lecture presentations in ichthyology will examine the key aspects of anatomy, sensory systems, organ systems, physiology and ecology of fishes. Emphasis will be placed on identification of New England freshwater and coastal fishes. Field investigations will focus on the behavior and ecology of the fish populations in the Taunton River system. Laboratory sessions will also include techniques of age and growth analysis for assessment of local fish populations, and basic identification of external and internal anatomy of various teleosts. Three hours of lecture and one three-hour laboratory per week. (CWRM)

**BIOL 326 - Marine Biology (4 credits)**

*Prerequisite: BIOL 122 with a minimum grade of "C-"; and BIOL 225 with a minimum grade of "C-" or equivalent; or consent of instructor*

This course is an introduction to the marine ecosystems with emphasis on factors involved in the growth, diversity, and distribution of populations occupying the marine habitats of the eastern Atlantic coast. Three hours of lecture and three hours of laboratory weekly. *Offered once in three years.* (CWRM)

**BIOL 327 - Wetlands Ecology (4 credits)**

*Prerequisite: BIOL 225 with a minimum grade of "C-" or consent of instructor*

This course is an examination of the composition, structure, function and value of wetland ecosystems in North America. The course constitutes a comparative analysis of characteristic biota and adaptations, hydrological and geochemical processes, and conservation strategies of wetlands through lecture, discussion, field work and direct experimentation. Three hours of lecture and one three-hour laboratory period weekly. *Offered alternate fall semesters.*

**BIOL 328 - Stream Ecology (4 credits)**

*Prerequisite: MATH 140/140E or MATH 150; and MATH 141 or MATH 161/161E; and BIOL 225 with a minimum grade of "C-"; and CHEM 131 or CHEM 141, which may be taken concurrently; or consent of instructor*

This course examines factors affecting the population size and distribution of aquatic organisms in streams and the biotic indices used to assess stream communities. Laboratory and field projects apply basic skills of organism identification, biotic indices and GIS to investigate aquatic communities of a local river. Three hours of lecture and one three-hour laboratory per week. *Offered every other year in the fall semester.* (CWRM)

**BIOL 341 - Plant Physiology (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-"; or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-"; and BIOL 200 with a minimum grade of "C-"; and CHEM 131 and CHEM 132, or CHEM 141 and CHEM 142; or consent of instructor*

This course covers the growth and function of plants including cellular physiology, water relations, respiration, photosynthesis, nutrition, growth regulation and the influence of environment. Three hours of lecture and one three-hour laboratory weekly. *Offered fall semester.* (CWRM)

**BIOL 350 - Molecular Biology (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"*

This course will examine the molecular nature of biological processes. The structure and function of biological macromolecules will be examined along with the research methodologies and techniques currently utilized in this field. Three hours of lecture and one, three-hour laboratory weekly. *Offered fall semester.*

**BIOL 355 - Biology Study Tour (3 credits)**

*Prerequisite: Completion of XXXX199 First Year Seminar and at least one science course; or consent of instructor. Other prerequisites dependent upon itinerary*

Topics in biology are studied at field sites, laboratories and related venues at a biologically unique location abroad or otherwise away from campus. Preparatory class work is conducted on campus prior to travel, and assignments are completed upon return. The course may be repeated once for different itineraries.

**BIOL 360 - Biological Clocks (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-" or BIOL 251 with a minimum grade of "C-"; or consent of instructor*

This course is an introduction to the basic concepts of biological oscillations. The course will provide an understanding of the behavioral, genetic and anatomical aspects of the endogenous biological clock. An explanation of how circadian rhythms regulate and mediate

cellular, behavioral and physiological processes of organisms will occur. Three hours of lecture and one three-hour laboratory weekly. (CWRM)

#### **BIOL 371 – Histology (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"*

This course is a study of the microscopic anatomy of mammalian tissues and organs with emphasis on human materials. The study of prepared slides in the laboratory will serve as a basis for discussion of the interdependence of structure and function in the animal body. Three hours of lecture and one three-hour laboratory period weekly.

#### **BIOL 372 - Animal Behavior (3 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-"; or equivalent or consent of instructor*

This introduction to the study of animal behavior from the biological viewpoint covers such topics as drives and reflexes, animal communication, biological rhythms and migration. Emphasis will be placed, where applicable, on the relationships between animal and human behavior.

#### **BIOL 373 - Animal Physiology (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-"; and CHEM 131 and CHEM 132, or CHEM 141 and CHEM 142; or equivalent or consent of instructor*

Physiological principles concerned in irritability, contraction, circulation, gas exchange, excretion and hormonal regulation are studied. Special focus will be placed on unique physiological features found in a variety of animals. Topics will vary and may include hibernation, echolocation, communication through pheromones, bioluminescence and migration. Three hours of lecture and one three-hour laboratory weekly. *Offered alternate spring semesters.* (CWRM)

#### **BIOL 374 - Cancer Biology (3 credits)**

*Prerequisite: BIOL 200; and BIOL 252 or BIOL 373*

This course will provide a deeper understanding of the molecular, cellular and genetic basis of cancer. It will help to solidify students' knowledge of cellular and molecular biology and will allow them to apply their general knowledge to a concrete medical problem. Emphasis will be placed on current experimental research in the field of cancer biology and its impact on the understanding of cancer. Using the problem of cancer as framework, this course will allow students to survey the most recent literature to gain a greater understanding of the genetic and environmental aspects to this complex disease. The goals are to provide a detailed introduction to modern cancer biology, with emphasis on molecular diagnosis, current research and treatments. *Offered either semester.* (CWRM)

#### **BIOL 375 – Immunology (3 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; and BIOL 321 with a minimum grade of "C-"*

The immune system and its components, including their structure, function, genetics and ontogeny are covered. Three hours of lecture weekly. *Offered alternate fall semesters.*

#### **BIOL 376 - General Endocrinology (3 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"*

A survey of the morphology, ultrastructure, and physiology of endocrine glands and their hormones, in animals with special emphasis on humans, will be presented. The course will discuss the hormonal actions and their control on the cellular and organ level. Three hours of lecture weekly.

#### **BIOL 382 - Comparative Chordate Anatomy (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-" or equivalent; or consent of instructor*

An ontogenetic and phylogenetic survey of chordate gross anatomy, supplemented by laboratory dissections of representative species is presented. Emphasis is placed on ecomorphology and the changes in chordate structure and biology of chordates that comprise their evolution, with an analysis of the significance of these changes in light of our modern knowledge of evolution. Two hours of lecture and one three-hour laboratory period weekly. *In alternate spring semesters, either BIOL 382 or BIOL 284 will be offered.*

#### **BIOL 395 - General Microbiology (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"*

An introduction to the diversity of microorganisms with emphasis on bacterial growth and metabolism, microbial ecology and host/microbe interactions including infectious disease is presented. Three hours of lecture and one three-hour laboratory period weekly. *Offered spring semester. (Formerly BIOL 428)* (CWRM)

#### **BIOL 396 - Research Problems in Biology (1-3 credits)**

*Prerequisite: Not open to freshmen. Acceptance by the supervising faculty member*



The student will conduct an individual research experience over one semester or multiple semesters in collaboration with a faculty member. At the end of each semester, a written progress report must be submitted for review by the supervising faculty member and a presentation is made to the biology faculty and students. The course may be repeated and up to three credits can be used toward a concentration elective in biology.

#### **BIOL 408 - The Biology of Marine Mammals (3 credits)**

*Prerequisite: BIOL 122 with a minimum grade of "C-" or equivalent; or consent of instructor*

This is an introductory course in the study of marine mammals. Topics to be covered include the evolution, classification, distribution, life histories, anatomy, morphology, behavior and ecology of marine mammals. We will consider the role of marine mammals in marine ecosystems and the interaction between marine mammals and humans. Three hours of lecture weekly. *May be taken for graduate-level credit. (CWRM)*

#### **BIOL 413 - Medical Microbiology (3 credits)**

*Prerequisite: BIOL 321 with a minimum grade of "C-"; or consent of instructor*

Microbes play an important role in our lives. Many of these organisms are beneficial to our existence; however, some are pathogenic causing devastating disease. This course is designed to give students an understanding of the basic biology of microbial pathogens and the mechanisms by which they cause disease. Topics to be covered include how microorganisms attach to and enter cells, how host cells are damaged by microbial pathogens and their products, how the host responds to invasion, molecular techniques utilized in diagnosing infection and disease, and the evolution of drug-resistant organisms and opportunistic pathogens. *Offered fall semester.*

#### **BIOL 420 – Limnology (4 credits)**

*Prerequisite: BIOL 100 with a minimum grade of "B-" or BIOL 102 with a minimum grade of "B-" or BIOL 121 with a minimum grade of "C-"; and CHEM 132 or CHEM 142; and MATH 140/140E or MATH 150 or MATH 141 or MATH 161/161E*

Limnology examines the interaction of physical and chemical processes in freshwater ecosystems and how they influence populations of freshwater organisms. Laboratory exercises will focus on a field project requiring sampling and analysis of water chemistry, bacteria, phytoplankton, zooplankton and macroinvertebrates. Students must expect to spend extra time outside of class on the collection and analysis of laboratory project data. Two hours of lecture and one four-hour laboratory session per week. *May be taken for graduate-level credit.*

#### **BIOL 422 - Biological Evolution (3 credits)**

*Prerequisite: BIOL 321 with a minimum grade of "C-" or consent of instructor*

This course covers the theory of evolution and the operation of evolutionary forces as related to modern taxonomy, with emphasis on such topics as mutation, variation, hybridization, ployploidy, isolation, natural selection and population genetics. Three hours of lecture weekly. *Offered alternate years, spring semester. May be taken for graduate-level credit.*

#### **BIOL 423 - Invasion Ecology (3 credits)**

*Prerequisite: BIOL 225 with a minimum grade of "C-" or consent of instructor*

This course will examine the spread of invasive organisms. It will focus on the biology of organisms that alter ecosystems; endanger public health, local economies and traditional cultures; and their vectors of dispersal and management. Three hours of lecture weekly. *Offered spring semester. (CWRM)*

#### **BIOL 425 - Population Ecology (4 credits)**

*Prerequisite: BIOL 225 with a minimum grade of "C-" or consent of instructor*

The dynamics and evolution of populations are examined. Topics to be covered include models in population biology, population growth, density dependent and density independent growth, population genetics, evolution of life histories, species interactions, competition, predator-prey interactions, host-parasitoid interactions, disease and pathogens, and population growth and regulation. Three hours of lecture and three hours of laboratory weekly. *Offered either semester. (CWRM)*

#### **BIOL 430 – Embryology (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"*

This course is a study of developmental processes at different levels of organization with emphasis on animal development. Topics include gametogenesis, fertilization, early embryonic development, organogenesis, differentiation, growth and regeneration. Three hours of lecture and one three-hour laboratory period weekly. *Offered alternate years, spring semester. May be taken for graduate-level credit.*

#### **BIOL 434 - Biological Electron Microscopy (3 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-" or consent of instructor*

An introduction to the techniques of tissue preparation including fixation, dehydration and embedment procedures, followed by sectioning and staining, practical use of the electron microscope and interpretation of electron photomicrographs is provided. Basic principles of tissue preparation and applications of electron microscopy will be stressed. One hour of lecture and one four-hour laboratory period weekly. *Offered spring semester. May be taken for graduate-level credit.*

**BIOL 436 - Mammalian Reproductive Physiology (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; plus one of the following: BIOL 252, BIOL 373; or consent of instructor*

This course is designed to introduce mammalian reproduction from a physiological perspective. The goal is to provide a functional understanding of the physiological bases for reproductive events in vertebrates, emphasizing mammals. Three hours of lecture and three hours of laboratory per week.

**BIOL 450 – Virology (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; and CHEM 131 and CHEM 132 or CHEM 141 and CHEM 142; or consent of instructor*

This course is an introduction to the study of viruses including bacteriophages and animal viruses. Viral structure and mechanisms of action are considered at the molecular level, and emphasis is placed on viral replication strategies. Three hours of lecture and one three-hour laboratory weekly. *May be taken for graduate-level credit.*

**BIOL 460 - Toxicology Principles (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; and BIOL 251 or BIOL 341 or BIOL 373, any of which may be taken concurrently; and CHEM 343 which may be taken concurrently; or consent of instructor*

This course is an introduction to the fundamentals in molecular toxicology, ecotoxicology and analytical toxicology. Classes will build upon students' previous cellular biology, molecular biology, organic chemistry, biochemistry and ecology classes and experience. Three hours of lecture and one three-hour laboratory weekly.

**BIOL 472 - Human Genetics (3 credits)**

*Prerequisite: BIOL 321 with a minimum grade of "C-" or consent of instructor*

The course investigates general principles of genetics as applied to humans. Emphasis will be placed on human genome analysis, pedigree construction and analysis, diagnosis and treatment of genetic diseases, gene mapping, cytogenetics of normal and aberrant genomes and population genetics. Three hours of lecture weekly. *Offered every other year. May be taken for graduate-level credit.*

**BIOL 475 – Parasitology (4 credits)**

*Prerequisite: BIOL 321 with a minimum grade of "C-"; or consent of instructor*

The relationships between parasitic microorganisms and their hosts will form the basis for this course. Protozoal and multicellular parasites of animals and plants, mechanisms of disease, host defenses and public health aspects of control and treatment will be studied. In the laboratory portion of the course, students will conduct a semester-long project investigating the interaction between a plant host and a parasitic nematode. Three hours of lecture and one three-hour laboratory per week. *Offered spring semester. May be taken for graduate-level credit.*

**BIOL 482 – Neurobiology (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; and BIOL 251 with a minimum grade of "C-" or BIOL 373 with a minimum grade of "C-"; and MATH 141 or MATH 161/161E; or equivalent or consent of instructor*

Nervous system ultrastructure, and the chemical and physiological properties of mammalian nerve cells will be discussed. Topics will include an examination of cell types, membrane potentials and synaptic transmission. Sensory and motor functions of nerves; reflex mechanisms; autonomic nervous functions; and central nervous system functions such as learning, memory and vision will also be covered. Three hours of lecture and one three-hour laboratory weekly. *Offered every other year. May be taken for graduate-level credit.*

**BIOL 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**BIOL 490 - Topics in Ecology (1-4 credits)**

Various specialized or experimental offerings in ecology will be offered from time to time as either three- or four-credit courses, or as short courses of one or two credits. Each course may be lecture, laboratory or combined lecture and laboratory as appropriate. Biology majors may combine three short courses to equal one elective. This course may be repeated for different topics. *May be taken for graduate-level credit.*

**BIOL 491 - Topics in Environmental Biology (1-4 credits)**

*Prerequisite: BIOL 225 with a minimum grade of "C-"; other prerequisites dependent on topic; or consent of instructor*

Various specialized or experimental offerings in environmental biology will be offered from time to time as either three- or four-credit



courses, or short courses of one or two credits. Each course may be lecture, laboratory or combined lecture and laboratory as appropriate. Biology majors may combine three short courses to equal one elective. This course may be repeated for different topics.

**BIOL 492 - Topics in Field Biology (1-4 credits)**

*Prerequisite: BIOL 225 with a minimum grade of "C-"; other prerequisites dependent on topic; or consent of instructor*

Various specialized or experimental offerings in environmental biology will be offered from time to time as either three- or four-credit courses, or short courses of one or two credits. Each course may be lecture, laboratory or combined lecture and laboratory as appropriate. Biology majors may combine three short courses to equal one elective. This course may be repeated for different topics.

**BIOL 493 - Topics in Molecular Biology (1-4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; other prerequisites dependent on topic; or consent of instructor*

Various specialized or experimental offerings in molecular biology will be offered from time to time as either three- or four-credit courses, or short courses of one or two credits. Each course may be lecture, laboratory or combined lecture and laboratory as appropriate. Biology majors may combine three short courses to equal one elective. This course may be repeated three times for different topics. *Offered either semester.*

**BIOL 494 - Topics in Cellular Biology (1-4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; other prerequisites dependent on topic; or consent of instructor*

Various specialized or experimental offerings in cellular biology will be offered from time to time as either three- or four-credit courses, or short courses of one or two credits. Each course may be lecture, laboratory or combined lecture and laboratory as appropriate. Biology majors may combine three short courses to equal one elective. This course may be repeated three times for different topics. *Offered either semester.*

**BIOL 495 - Topics in Physiology (1-4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; other prerequisites dependent on topic; or consent of instructor*

Various specialized or experimental offerings in physiology will be offered from time to time as either three- or four-credit courses, or short courses of one or two credits. Each course may be lecture, laboratory or combined lecture and laboratory as appropriate. Biology majors may combine three short courses to equal one elective. This course may be repeated three times for different topics. *Offered either semester.*

**BIOL 497 - Undergraduate Biological Research (3 credits)**

*Prerequisite: Sophomore, junior or senior standing and acceptance by the supervising faculty member*

Students who are accepted by a faculty member as a participant in an undergraduate laboratory or field research project enroll in this course. Projects entail substantial research in the faculty member's biological subdiscipline and are publicized as student research positions become available. Students are extensively involved in experimental planning, execution, analysis and reporting, and present their results to the biology department. *Offered every semester. (CWRM)*

**BIOL 498 - Internship in Biology (3-15 credits)**

*Prerequisite: Consent of the department*

Internships include research laboratory or occupational experience in industrial, allied health, educational, medical, governmental, recreational, regulatory or other organizations outside of the university. No more than six credits may be used toward the biology major electives. This course may be repeated for a maximum of 15 credits. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**BIOL 499 - Directed Study in Biology (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**BIOL 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research is undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**BIOL 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**BIOL 516 - Research Academy for Teachers (4 credits)**

*Prerequisite: Consent of instructor*

This course is specifically designed to train classroom teachers in a more research-based laboratory setting. The understanding of scientific processes and techniques requires intense hands-on training. This rigorous course will provide a deeper understanding of cellular, molecular or field biology and will apply cutting edge techniques using advanced instrumentation. This course will help to solidify and expand students' basic knowledge of biology, allowing them to apply their knowledge to a concrete research problem throughout the six week course. Students will be introduced to a variety of techniques specific to biological research in specific topic areas. Through reading the primary literature, students will define a specific problem on which to focus. Subsequently, they will apply the techniques they have learned to answer their experimental question. The goal is to provide high school teachers with a research-rich laboratory experience while more deeply exploring cellular biology. May be repeated two times for a maximum of 12 credits. *Offered summer session only.*

**BIOL 581 – Mammalogy (4 credits)**

*Prerequisite: Matriculation in the MAT in Biology or consent of instructor*

This course covers the classification, distribution, life histories, techniques of collection and preservation, evolution, ecology, behavior, economic importance and techniques of field study of mammals. Three hours lecture and one three-hour laboratory period per week. *Offered spring semester.*

## **Biological Sciences: Other Approved Courses**

**BIOL 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in biology allow exceptionally able students to explore challenging topics in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. May be repeated for a maximum of six credits. *Offered fall semester.*

**BIOL 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in biology allow exceptionally able students to explore challenging topics in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

**BIOL 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in biology allow exceptionally able students to explore challenging topics in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

**BIOL 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in biology allow exceptionally able students to explore challenging topics in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**BIOL 338 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

Special topics in biology are presented. Three hourly meetings weekly. *Offered fall semester.*

**BIOL 339 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

Special topics in biology are presented. Three hourly meetings weekly. *Offered spring semester.*

## **■ CAPE VERDEAN CREOLE**

**LACV 101 - Elementary Cape Verdean Creole (3 credits)**

This course is an introduction to the lexical, grammatical, semantic and phonetic structures of the Cape Verdean Creole language, with a special emphasis on functional communication. The students are offered an initial introduction of the origins of the language, and everyday

cultural concepts are discussed *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

### **LACV 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or an SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **LACV 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199. Open to all sophomores and juniors who have completed ENGL 101 and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **LACV 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **■ CHEMICAL SCIENCES**

### **CHEM 100 - Computers in Chemistry (2 credits)**

*Prerequisite: CHEM 141 with a minimum grade of "C-"*

This course provides students with an introduction to the use of computer applications for doing and communicating chemistry. (It is equally useful for other science majors.) Topics covered include the use of both general purpose (word processors and presentation graphics) and specialized (including two- and three-dimensional molecular graphics programs) applications for communicating technical information. Other topics covered include an introduction to molecular modeling and the technical applications of spreadsheets and databases.

### **CHEM 102 - Chemistry in Everyday Life (3 credits)**

This course assumes no prior knowledge of chemistry and is designed for students majoring in any of the liberal arts programs. Topics include atomic structure and chemical bonding, ionic and molecular compounds, organic chemistry and the chemistry of drugs, acid-base chemistry, biomolecules and health, nuclear chemistry and medically important radioisotopes, air and water pollution, and alternative energy sources. This course is not recommended for science majors. *Offered either semester.* (CNSN)

### **CHEM 131 - Survey of Chemistry I (4 credits)**

The CHEM 131/132 sequence of courses surveys the broad range of topics that comprise the field of chemistry. Topics covered first semester include atomic structure, chemical bonding, states of matter, solutions, chemical reactions (with an emphasis on acid/base reactions) and nuclear chemistry. This sequence is designed for students requiring a yearlong course in chemistry, but who are not planning further study in chemistry (except for instrumentation, CHEM 250). Three hours of lecture and one three-hour laboratory weekly. *Offered both semesters.* (CNSL)

**CHEM 132 - Survey of Chemistry II (4 credits)**

*Prerequisite: CHEM 131 with a minimum grade of "C-"*

The CHEM 131/132 sequence of courses surveys the broad range of topics that comprise the field of chemistry. Topics covered in the second semester include the structure, nomenclature and reactions of organic molecules, enzymes, and the basics of metabolism (concentrating on energy producing pathways). This sequence is designed for students requiring a yearlong course in chemistry, but who are not planning further study in chemistry (except for instrumentation, CHEM 250). Three hours of lecture and one three-hour lab weekly. *Offered spring semester only. (CNSL)*

**CHEM 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. May be repeated for a maximum of six credits. *Offered fall semester.*

**CHEM 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of three credits. *Offered spring semester.*

**CHEM 141 - Chemical Principles I (4 credits)**

*Prerequisite: MATH 140/140E or higher, which may be taken concurrently*

The first of a two-semester course sequence designed for students majoring in physical and biological sciences, this course will help students build a solid foundation in chemical facts and fundamental principles needed for intermediate and advanced courses in biology, chemistry, geological sciences and physics. Topics covered include properties of solids, liquids and gases, atomic and molecular structure, chemical nomenclature and bonding, stoichiometry, gas laws and aqueous solution chemistry. Laboratory work emphasizes physical and chemical measurements and quantitative analysis. Three hours of lecture, one hour of recitation, and three hours of laboratory weekly. *Offered fall semester and summer session. (CNSL; CQUR)*

**CHEM 142 - Chemical Principles II (4 credits)**

*Prerequisite: CHEM 141 with a minimum grade of "C-"*

Theoretical inorganic chemistry will be studied with emphasis on mass-energy relationships in terms of structure and physical laws. Laboratory work emphasizes quantitative techniques. Three hours of lecture and four hours of laboratory weekly. *Offered spring semester. (CNSL; CQUR)*

**CHEM 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**CHEM 241 - Quantitative Chemical Analysis (4 credits)**

*Prerequisite: CHEM 142 with minimum grade of "C-"*

The classical and modern methods for the quantitative analysis of organic and inorganic compounds, including volumetric, gravimetric, spectroscopic and chromatographic methods. Topics covered include acid-based, solubility and complex-formation equilibria, as well as an introduction to spectroscopy and chromatography. Three hours of lecture and one three-hour laboratory weekly. *Offered every other spring semester.*

**CHEM 242 - Intermediate Inorganic Chemistry (3 credits)**

*Prerequisite: CHEM 142 with a minimum grade of "C-"*

The descriptive chemistry, as well as synthesis and reactions, of non-transitional elements and their compounds are studied systematically. Correlations of structure and properties are explained on the basis of modern theories. *Offered fall semester.*

**CHEM 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

**CHEM 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**CHEM 290 - Environmental Chemistry (3 credits)**

*Prerequisite: CHEM 132 with a minimum grade of "C-" or CHEM 142 with a minimum grade of "C-"*

A one-semester course covering the basic principles of aquatic chemistry, atmospheric chemistry, and the chemistry of the geosphere. Topics include energy and the environment, water pollution, water treatment, air pollution, photochemical smog, global warming, the ozone hole and an introduction to "green" chemistry. *Offered once in two years, spring semester.*

**CHEM 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**CHEM 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**CHEM 343 - Organic Chemistry I (4 credits)**

*Prerequisite: CHEM 142 with a minimum grade of "C-"*

An introductory course in organic chemistry organized in terms of the structure and transformations of organic molecules. This course will focus specifically on chemical bonding, physical properties, nomenclature, isomerism, three dimensional structure, stereochemistry, substitution and elimination reaction mechanisms of organic molecules. The laboratory must be taken concurrently with CHEM 343 and includes an introduction to organic laboratory techniques for the preparation, purification and characterization of organic substances. Three hours of lecture and four hours of laboratory weekly.

**CHEM 344 - Organic Chemistry II (4 credits)**

*Prerequisite: CHEM 343 with a minimum grade of "C-"*

This course is a continuation of CHEM 343, with a focus on alcohols, ethers, aromaticity and delocalized bonding, spectroscopic structure identification, and the organic chemistry of biologically important molecules: aldehydes, ketones, carboxylic acids, their derivatives, and amines. The laboratory must be taken concurrently with CHEM 344 and includes the preparation, purification and characterization of organic substances and identification of unknowns with a significant focus on spectroscopic structure elucidation. Three hours of lecture and four hours of laboratory weekly.

**CHEM 381 - Physical Chemistry I (4 credits)**

*Prerequisite: CHEM 142 with a minimum grade of "C-" and MATH 162 with a minimum grade of "C-". MATH 142 with a minimum grade of "C-" may be substituted for MATH 162 with consent of instructor*

The laws governing the physical and chemical properties of substances. This course covers thermodynamics and kinetics. Three hours of lecture and one four-hour laboratory period weekly.



**CHEM 382 - Physical Chemistry II (4 credits)**

*Prerequisite:* CHEM 142 with a minimum grade of "C-" and MATH 162 with a minimum grade of "C-". MATH 142 with a minimum grade of "C-" may be substituted for MATH 162 with consent of instructor

The laws governing the physical and chemical properties of substances. This course focuses on molecular spectroscopy and quantum chemistry and statistical mechanics. Three hours of lecture and one four-hour laboratory period weekly.

**CHEM 390 - Research Problems in Chemistry (1-3 credits)**

*Prerequisite:* Consent of instructor

The student will work on a research project under the direction of a faculty member. A written report (see department office for preparation guide) must be submitted to the department chairperson by the end of the final exam period. This course may be repeated for up to six credits. Graded on a (P) Pass/(N) No Pass basis.

**CHEM 440 - Advanced Organic Chemistry (3 credits)**

*Prerequisite:* CHEM 344 with a minimum grade of "C-"

Selected topics in advanced organic chemistry, such as physical organic chemistry, alicyclic and heterocyclic chemistry, natural products and advanced synthetic methods.

**CHEM 444 - Advanced Inorganic Chemistry (3 credits)**

*Prerequisite:* CHEM 344 with a minimum grade of "C-" and CHEM 382 with a minimum grade of "C-". CHEM 382 may be taken concurrently.

The topics of group theory, stereochemistry, ligand field theory, molecular orbital theory, synthesis and kinetics of reactions as applied to transition metal elements will be treated in detail. Hours arranged. *Offered spring semester. May be taken for graduate-level credit.*

**CHEM 446 - Advanced Inorganic Chemistry Lab (2 credits)**

*Prerequisite:* CHEM 242 with a minimum grade of "C-"; or CHEM 444 with a minimum grade of "C-". CHEM 444 may be taken concurrently

Key concepts in inorganic chemistry are explored through the synthesis and characterizations of variety of inorganic compounds with an emphasis on organometallic and coordination complexes. Modern synthetic methods, including inert atmosphere techniques, will be used to prepare target compounds. The resulting compounds will be characterized and examined using a wide array of analytical and spectroscopic techniques such as IR, Raman, UV-Vis, fluorescence, electrochemistry and NMR. *Offered spring semester.*

**CHEM 450 - Instrumental Analysis (4 credits)**

*Prerequisite:* CHEM 344 with a minimum grade of "C-"; and CHEM 381 with a minimum grade of "C-", which may be taken concurrently

This course covers the theory and practical applications of instrumental methods as applied to chemical analysis, including atomic and molecular UV/Vis absorption and emission spectroscopy, Infrared spectroscopy, NMR and mass spectrometry, x-ray crystallography, and gas liquid chromatography. Three hours of lecture and one three-hour laboratory weekly. *Offered fall semester. May be taken for graduate-level credit. (CWRM)*

**CHEM 461 - General Biochemistry I (4 credits)**

*Prerequisite:* CHEM 344 with a minimum grade of "C-"

A survey of the chemical components of living matter and the major processes of cellular metabolism. Three hours of lecture and one three-hour laboratory period weekly. *Offered fall semester. May be taken for graduate-level credit.*

**CHEM 462 - General Biochemistry II (3 credits)**

*Prerequisite:* CHEM 461 with a minimum grade of "C-"

A survey of the chemical components of living matter and the major processes of cellular metabolism. Three hours of lecture weekly. *Offered spring semester.*

**CHEM 466 - Advanced Biochemistry Laboratory (2 credits)**

*Prerequisite:* CHEM 461 with a minimum grade of "C-"

A study of special laboratory techniques used in biochemical research such as chromatography, enzymology, radiochemical techniques, electrophoresis and metabolic pathways. An individual project will complete the laboratory. One hour of laboratory discussion and three hours of laboratory weekly. *Offered spring semester. May be taken for graduate-level credit.*

**CHEM 485 - Honors Thesis (3 credits)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**CHEM 486 - Advanced Environmental Chemistry Lab (2 credits)**

*Prerequisite:* CHEM 290 with a minimum grade of "C-" or CHEM 489 with a minimum grade of "C-"; CHEM 489 may be taken concurrently  
This laboratory course will introduce students to basic and advanced techniques employed in environmental chemical analysis. The laboratory experiments are designed to emphasize sampling, sample processing techniques such as extraction and wet chemical methods, and modern instrumental techniques commonly employed in the analysis of air, water and soil/sediment samples. Students will also interpret chemical data and develop scientific writing skills.

**CHEM 489 - Advanced Environmental Chemistry (3 credits)**

*Prerequisite:* CHEM 344 with a minimum grade of "C-" and consent of instructor

This course will deal with processes for minimizing and treating solid and hazardous waste, toxicological chemistry of inorganic and organic substances, and chemical analysis of waste, water, air and solids. In addition, recent advances in the field of environmental chemistry will be discussed.

**CHEM 490 - Special Topics in Chemistry (3 credits)**

*Prerequisite:* Consent of instructor

Special Topics in Chemistry will deal with various topics at the "cutting edge" of chemistry. The course will stress the current literature as the "text." Assessment will be based primarily on writing assignments. The topic will change each time the course is offered. The specific topic will be announced prior to registration. *Offered spring semester.*

**CHEM 498 - Internship in Chemical Sciences (3-15 credits)**

*Prerequisite:* Consent of the department; formal application required

Laboratory experience in industrial or government laboratories, regulating agencies or academic laboratories at other institutions. This course may be repeated for a maximum of 15 credits. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**CHEM 499 - Directed Study in Chemistry (1-3 credits)**

*Prerequisite:* Consent of the department; formal application required

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**CHEM 560 - Special Topics in Chemistry (variable credit)**

The course will cover special topics of current relevance in chemistry education. The topic to be addressed will be announced prior to registration. This course may be taken more than once with the consent of the adviser.

## Chemical Sciences: Other Approved Courses

**CHEM 502 – Research (1-6 credits)**

*Prerequisite:* Consent of the department; formal application required

Original research is undertaken by the graduate student in his or her field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of nine credits.

**CHEM 503 - Directed Study (1-6 credits)**

*Prerequisite:* Consent of the department; formal application required

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

## ■ CHINESE

**LACH 101 - Elementary Chinese I (3 credits)**

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note:* See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog. (CGCL; CHUM)



**LACH 102 - Elementary Chinese II (3 credits)**

*Prerequisite: LACH 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages section of this catalog"*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

**LACH 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LACH 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LACH 299 - Second Year Seminar(Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## ■ COMMUNICATION DISORDERS

**COMD 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia allows honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered fall semester.*

**COMD 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia allows honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered spring semester.*

**COMD 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the

core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**COMD 220 - Introduction to Communication Sciences and Disorders (3 credits)**

This course is an introduction to speech, language and hearing disorders in children and adults. Disorders of functional, structural and neurological etiologies will be discussed. *Offered either semester.*

**COMD 231 - Sign Language I (3 credits)**

This course includes the history and development of manual communication and deaf culture in the United States. Focus will be placed on contact signing and American Sign Language through vocabulary development and beginning conversational skills. *Offered either semester.*

**COMD 250 - Language Development in Young Children (3 credits)**

This course is an overview of the normal language acquisition and development process of children. Emphasis will be on the years birth through age five, risk factors and strategies to facilitate development. Theories of language development, rule systems of English, stages of language development, individual and cultural differences, as well as prevention of an identification of language problems will be discussed.

**COMD 281 - Speech Anatomy and Physiology (3 credits)**

This is an introduction to the study of the anatomy and physiology of systems involved in speech, language and hearing, and their relationships to disorders of communication. *Offered fall semester.*

**COMD 282 - Speech and Hearing Science (3 credits)**

This is an introductory course as it relates to normal aspects of speech, hearing and language. Physiological elements of speech production, speech acoustics, auditory physiology and the psychophysics of sound reception are included in this course. *Offered spring semester.*

**COMD 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia allows honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered fall semester.*

**COMD 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia allows honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered spring semester.*

**COMD 290 - Language Acquisition and Development (3 credits)**

This course is an overview of the normal language acquisition and development process though the life span. Emphasis will be placed on children from birth though school age. Theories of language development, rule systems of English, stage of language development, individual and cultural differences, prevention of language problems, and techniques for collecting and analyzing a language sample will be addressed. *Offered either semester.*

**COMD 294 – Phonetics (3 credits)**

Analysis and transcription of speech sound systems are included in this course. *Offered spring semester.*

**COMD 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**COMD 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more*

*transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **COMD 311 - Prevention of Speech, Language and Communication Disorders (3 credits)**

*Prerequisite: COMD 290 or consent of instructor*

The overall objective of speech-language pathology is to optimize the individual's ability to communicate in natural environments and thus improve their quality of life. The purpose of this course is to incorporate students' knowledge from prerequisite courses, introduce additional content, develop clinical skills, and implement the content and skills in a practical situation. Students will meet for instruction and then go to area Head Start programs and implement prevention activities with children.

### **COMD 312 - Language Disorders in Children (3 credits)**

*Prerequisite: COMD 220 and COMD 290*

Etiology, diagnosis, evaluation, cultural differences and treatment of language-impaired children will be covered in this course. Clinical case material will be discussed and analyzed. Diagnostic tools and evaluations methodology will be introduced. Basic theoretical constructs pertaining to the treatment of the language-impaired populations from birth through high school will also be included. *Offered spring semester.*

### **COMD 313 - Phonology and Articulation Disorders (3 credits)**

*Prerequisite: COMD 220 and COMD 281 or COMD 282; and COMD 294*

This course is a study of normal and abnormal phonology and articulation, including etiology, prevention, diagnosis, assessment, cultural differences and treatment of phonology and articulation disorders. Use of distinctive feature theory, phonological process analysis and traditional phonetic approaches will be covered. *Offered fall semester.*

### **COMD 325 - Voice Disorders in Children and Adults (3 credits)**

*Prerequisite: COMD 220 and COMD 281 and COMD 282*

This course is an introduction to etiology, diagnosis and remediation of voice disorders and associated pathological conditions. *Offered spring semester.*

### **COMD 350 - Language Disorders in Young Children (3 credits)**

*Prerequisite: COMD 250*

This course will focus on language disorders in children at birth through age five. The early intervention process, at-risk and established risk factors, syndromes, assessment, intervention and collaboration with other professionals will be addressed.

### **COMD 351 - Introduction to Audiology (3 credits)**

*Prerequisite: COMD 281 and COMD 282*

This course is an introduction to the science of hearing including transmission and measurement of sound to the human ear; anatomy, physiology and neurology of hearing mechanisms; related pathological conditions; screening and measurement of hearing; and audiogram interpretation. *Offered fall semester.*

### **COMD 355 - Study Tour: Multicultural Perspectives in Special Education and Communication Disorders (3 credits)**

*Prerequisite: COMD 290 and SPED 203; or consent of department chairperson*

This course is a faculty-led study tour to investigate how individuals with special needs and/or communication disorders are treated educationally and socially in cultures outside of the United States. This course may be repeated for a maximum of six credits.

### **COMD 381 - Neurological Bases of Speech and Language (3 credits)**

*Prerequisite: COMD 220 and COMD 281 and COMD 282 and COMD 290*

This course will present an overview of the neurological, anatomical and physiological bases of speech and language in order to more fully understand the disorders' processes. The neurological effects of stroke, traumatic brain injury, and degenerative neurological disease and the concomitant effects on speech and language will be discussed.

### **COMD 391 - Understanding Language and Linguistics within the Clinical Process (3 credits)**

*Prerequisite: COMD 220 and COMD 281 and COMD 282 and COMD 290*

This course is designed to provide communication disorders students who already have an understanding of the normal language acquisition process with an overview of the field of linguistics. The universal properties and systematic aspects of languages will be explored. The students will develop their meta-linguistic awareness through discussion of language variation, attitudes about language,

language contact and diversity, language change, and visual languages. Application of this information to the speech-language pathologist's role in the language acquisition process and in clinical treatment of language disorders and language differences will be addressed. *Offered summer session.*

**COMD 393 - Aural Rehabilitation (3 credits)**

*Prerequisite: COMD 351*

Habilitation and rehabilitation for the hard of hearing including assessment and therapy procedures related to auditory training, speech reading, language therapy and hearing aid training will be covered in this course. Educational management and counseling strategies will also be addressed. *Offered fall semester.*

**COMD 399 - Topical Studies (3 credits)**

Variable contemporary topics in communication disorders will be covered in this course. This course may be repeated for different topics. *Offered spring semester.*

**COMD 440 - Clinical Practicum: Audiology (1-3 credits)**

*Prerequisite: COMD 352, a minimum cumulative GPA of 2.75, a minimum GPA of 2.75 in communication disorders courses, and consent of the communication disorders faculty*

This course provides clinical experience in audiology. Clinical hours obtained can be credited toward A.S.H.A. hours. Activities will include hearing screening and diagnostic testing in various settings. The course may be repeated once. *Offered either semester. May be taken for graduate-level credit.*

**COMD 451 - Clinical Strategies in Communication (3 credits)**

*Prerequisite: COMD 312 and COMD 313 and a minimum cumulative GPA of 2.75 and a minimum GPA of 2.75 in the major and consent of the instructor*

The objective of this course is to introduce the student to intervention strategies and skills used in assessment of children and adults with communication disorders. It will be taken in the fall semester of the senior year by all students who elect the practicum track. *Offered fall semester. May be taken for graduate-level credit.*

**COMD 452 - Speech-Language Therapy Techniques (3 credits)**

*Prerequisites: COMD 312 and COMD 313 and COMD 351 and COMD 480*

This course is designed to familiarize students with the process of intervention. Basic principles of therapy will be discussed and specific techniques used in the treatment of a variety of communication disorders will be introduced. Areas addressed include speech therapy programming, the effects of culture on clinical interactions, behavior modification, session design, data collection, documentation, accountability and use of the supervisory process. This course is recommended for students who have not elected the practicum track.

**COMD 480 - Clinical Procedures: An Overview (3 credits)**

In this course, professional behavior, responsibilities and ethics will be presented followed by an introduction to the clinical process. The need for consideration of cultural diversity and treatment throughout the lifespan will be emphasized. Through completion of 25 observation hours, the students will have the opportunity to demonstrate integration of concepts presented throughout the communication disorders curriculum. *Offered either semester. May be taken for graduate-level credit.*

**COMD 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

In this course, one-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits.

**COMD 490 - Clinical Practicum: Speech Pathology (3 or 6 credits)**

*Prerequisite: COMD 312 and COMD 313 and a minimum cumulative GPA of 2.75, a minimum GPA of 2.75 in communication disorders courses, and consent of the instructor*

This course is a clinical experience in speech pathology. Clinical hours can be credited towards A.S.H.A. hours. Activities will be determined by student need, experience and academic preparation. Initially the student will register for three credits to be taken concurrently with COMD 451. May be repeated once for a total of six or nine credits.

**COMD 498 - Internship in Communication Disorders (3 credits)**

*Prerequisite: COMD 290; consent of communication disorders faculty; formal application required*

This course provides off-campus experiences in areas related to expanding the student's background in communication disorders. Experiences include but not limited to: audiology clinics and educational programs for children with autism, children who are deaf or hard-

of-hearing, or children or older individuals with other special needs with a focus on speech, language, communication and prevention. This course may be repeated for a maximum of six credits.

**COMD 499 - Directed Study in Communication Disorders (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**COMD 559 - Study Tour: Multicultural Perspectives in Special Education and Communication Disorders (3 credits) Cross Listed with SPED 559**

*Prerequisite: Dependent on itinerary*

This is a faculty led study tour to investigate how individuals with special needs and/or communication disorders are treated educationally and socially in cultures outside the United States. This course may be repeated for different itineraries.

## Communication Disorders: Other Approved Courses

**COMD 232 - Sign Language II (3 credits)**

*Prerequisite: COMD 231*

This is a more advanced course in sign language with an emphasis on conversational skills through vocabulary and grammar development. Aspects of the deaf culture will be addressed in this course.

**COMD 338 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and consent of the department*

Special topics in communication disorders will be covered in this course. Three hourly meetings weekly. *Offered fall semester.*

**COMD 339 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and consent of the department*

Special topics in communication disorders will be covered in this course. Three hourly meetings weekly. *Offered spring semester.*

**COMD 502 – Research (1-6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research is undertaken by the graduate student in his or her field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of nine credits.

**COMD 503 - Directed Study (1-6 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

## ■ COMMUNICATION STUDIES

**COMM 102 - Introduction to Public Speaking (3 credits)**

This course is an introduction to the practical skill of public speaking. It will emphasize the basic principles of research, organization, and delivery in the construction of effective public presentations. Civic aspects of public speaking will also be addressed with attention to critical listening and evaluation of public communication. (CSPK)

**COMM 110 - Forensics Practicum (1 credit)**

Credit is given for 60 or more hours of intercollegiate debate and competitive speaking at intercollegiate tournaments. A maximum of three credit hours can be used toward a major or minor in Communication Studies. This course may be repeated. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**COMM 130 - Human Communication Skills (3 credits)**

This course is designed to foster competence and improve performance in all areas of communication. Through participative learning, the



student will demonstrate those skills necessary to communicate effectively in interpersonal, group and public communication situations. *Offered either semester. (CSPK)*

**COMM 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in communication studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

**COMM 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in communication studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**COMM 150 - Practicum in Communication Media (1 credit)**

This course provides students with a faculty-supervised, applied-learning experience in connection with electronic media on campus. A minimum of 60 clock hours of work is required. This course may be taken no more than two times for credit within the major. This course may be repeated. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**COMM 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**COMM 210 - Voice and Diction (3 credits)**

Analysis of each student's habits of respiration, phonation, and articulation, along with exercises designed to correct poor habits are included in this course. Physics and physiology of the vocal mechanism will be examined. Students will be trained in perception, differentiation and production of the standard sounds of good American speech. *Offered either semester.*

**COMM 214 - Radio Production (3 credits)**

Audio theory, programming and production, station management, and relation of radio to record industry, as well as working as a member of a production team in writing, producing and editing on-air production are included in this course.

**COMM 215 - Television Studio Production (Television Production I) (3 credits)**

Students will learn the equipment, direct live or live on tape, edit, cue audio and video in this course. Team production of news and talk shows are also included.

**COMM 221 - Foundations of Communication (3 credits)**

This course provides students with a well-rounded foundation of communication as an academic discipline. It also surveys communication study from Aristotle's time to the 21<sup>st</sup> century, including an examination of the emergence of mass media and its impact on human communication.

**COMM 222 - Communication Studies Theory (3 credits)**

This course introduces students to the study and analysis of various theoretical perspectives in communication: interpersonal, group and public, mass and intercultural communication. We ask questions about the nature and effects of human communication in terms of theory building in major approaches to communication studies. Our goal is to clarify and understand both the history of the academic discipline of communication as well as recognize the significant contributions in the development of communication within a variety of its fields of study.

**COMM 224 - Communication Research and Writing (3 credits)**

This course provides an introduction to communication research and writing. Students learn about different components of academic research and practice these skills through academic writing assignments, including the production of a literature review.

**COMM 225 - Film as Communication (3 credits)**

This course is a survey of the development of the motion picture as a medium of communication, with an emphasis on films and practices of the popular American cinema. The course introduces students to ways in which to understand and analyze film as a form of communication. The course instructs students to analyze mise en scène elements (e.g., script construction, staging, lighting, sound and music, framing, editing techniques, special effects and the impact of digital technologies) and how these impact narrative framing, and viewer understandings and responses.

**COMM 226 - Introduction to Public Relations (3 credits)**

This course provides the student with a knowledge of the history, goals, objectives and skills associated with public relations. It offers students an opportunity to utilize acquired communication skills in a specific career area as well as giving students the opportunity to acquire writing, reasoning, listening, speaking and other skills required in public relations work. Case study analysis and hands-on applications are primary teaching/learning methodologies. *Offered either semester. (Formerly COMM 301)*

**COMM 227 - Multimedia Applications for Public Relations (3 credits)**

**Prerequisite:** COMM 226

This course is designed to introduce students to publishing software important in public relations work. Focus includes page layout, text and image, and final printed output. Students write copy for and produce brochures, newsletters and specialty publications.

**COMM 228 - Introduction to Communication and Culture (3 credits)**

This foundation course examines the productive relationship between communication and culture. It introduces students to the everyday intersections of social relations, cultural practices, and the construction of meaning. Attention is paid to the relationships between communication, culture, ideology, social order, and identity.

**COMM 229 - Foundations of Media Studies (3 credits)**

The primary objective of this course is to foster a broad understanding of the field, hone critical skills and increase understanding of the theoretical and philosophical discussions taking place in media studies. The course considers questions such as the interrelationships between production and consumption, the notion of what constitutes a "text," and the ways in which social power shapes how we understand and experience media.

**COMM 239 - Multimedia Storytelling (3 credits)**

This course explores creative and critical thinking about storytelling and narrative across a range of media platforms. After considering the ways in which media industries are continually strategizing how narrative (from news stories to film franchises) might work simultaneously via numerous mediated channels of communication, the primary focus will be on crafting student stories via audio, video, and web-based media.

**COMM 240 - Introduction to Journalism (3 credits)**

Introduction to Journalism is designed to acquaint students with news decision-making newsroom operations, reporting, writing, editing and Associated Press style guidelines. The course is laboratory-based and has substantial reporting, writing and editing assignments.

**COMM 250 - Public Speaking (3 credits)**

This course introduces students to the study, evaluation and practice of public presentation. Emphasis is placed on the development of skills as students gain competence in public speaking in a variety of contexts. *Offered either semester. (CSPK)*

**COMM 260 - Group Communication and Decision Making (3 credits)**

This course extends theoretical knowledge of small-group behavior. Stress will be placed on implementation of theories in such areas as leadership, roles of group members, conflict management, reasoning, argument and problem solving. *Offered either semester. (CSPI)*

**COMM 270 - Interpersonal Communication (3 credits)**

Students study communication between people who have ongoing and meaningful relationships. The course examines the skills, concepts, theories and values associated with the development and maintenance of such relationships. An emphasis is placed on the influence of such variables as gender and culture. *Offered either semester.*

**COMM 286 - Sophomore Honors Colloquium (1 credit)**

**Prerequisite:** Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in communication studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*



**COMM 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in communication studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**COMM 288 - Communication Colloquium (1 credit)**

This course offers an introduction to a communication studies topic. Topics vary from semester to semester. This course is repeatable for different topics up to three credits.

**COMM 290 - Beginning Videography (3 credits)**

*Prerequisite: COMM 215*

This course is a study of the styles and techniques of video production. Students work with the different elements of video production such as camera, sound, editing and script. *Offered once a year.*

**COMM 291 - Video Editing (3 credits)**

*Prerequisite: COMM 215*

This course teaches video editing, focusing on postproduction skills and techniques, specifically how to shoot video with attention to the process, rhythm and continuity, target audience and how to input meaning through production codes. Students will learn to edit on analogue and digital systems, to cut existing video, and to organize video they have shot according to a variety of editing styles.

**COMM 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**COMM 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**COMM 300 - Media and Multiculturalism (3 credits)**

This course explores the network of relationships between media processes (e.g., production, consumption, representation) and a range of multicultural identities (e.g., race, class, gender), paying particular attention to the role of power and privilege in shaping human conditions. *Offered once a year.*

**COMM 303 - Introduction to Organizational Communication (3 credits)**

This course includes the analysis of communication problems in modern complex organizations, theory and practice. *Offered spring semester.*

**COMM 305 - Advanced Forensics Laboratory (3 credits)**

*Prerequisite: COMM 110 or consent of instructor*

After advanced individual work in speech composition and delivery, the student will be required to prepare a variety of speech types for intercollegiate competition in this course. *Offered fall semester.*

**COMM 310 - Film History (3 credits)**

This survey course explores the history of cinema through a range of lenses (e.g., aesthetic, technological, economic and social film history). Regular screenings supplement lecture, group discussion and regular written assignments. *Offered once yearly.*

**COMM 311 - Media Literacy (3 credits)**

This course offers both a cultural contextualization of mass-, computer-, and electronically-mediated communication and the tools by which students can access, analyze, evaluate, use and create media forms and content. An emphasis is placed on fostering the critical analysis and interpretation skills that contribute to the development of well-informed, independent-thinking citizens.

**COMM 312 - Strategic Writing (3 credits)**

*Prerequisite: COMM 226*

This course will offer the student writing experience in various forms of public relations including writing assignments that would be typical in both nonprofit and business organizations. Included in this course are press releases, brochures, newsletters, feature stories and speeches. The computer is the essential technology for this course. *Offered either semester.*

**COMM 313 - Media Law and Ethics (3 credits)**

*Prerequisite: COMM 229*

This course will introduce students to the study of legal and ethical issues in the media industry and organizations. Students will be exposed to the applications of these issues and the ability to analyze the important legal and ethical aspects involved with the mass media network and the industry. Philosophical theories that deal with morals and ethics will be explored.

**COMM 325 - Broadcast News Writing (3 credits)**

This course offers instruction in the writing of news and public affairs copy for radio and television. News gathering and writing assignments will be given weekly.

**COMM 330 - Business and Professional Communication (3 credits)**

This course increases the students' levels of competence in negotiating, interviewing, evaluating, leading and presentational skills. This course stresses abilities needed to attain cooperation and exert influence in corporate and public sector work environments. *Offered either semester.*

**COMM 334 - Film, Video, and Media Studies in Theory and Research (3 credits)**

*Prerequisite: COMM 229*

This course explores media theory and research both analytically and empirically through readings, screenings, class discussion and a range of graded assignments, including original research. In addition to an overview of various theoretical paradigms and research strategies, students also read works of scholars that put these ideas into practice. This strategy allows students to engage the literature not just as critical readers, but also as critical writers.

**COMM 335 - News and Politics (3 credits)**

In this course, students will develop an understanding of political, social and cultural events as they affect print and electronic journalism. *Offered once a year.*

**COMM 336 - Communication and Culture Theory and Research (3 credits)**

*Prerequisite: COMM 224 and COMM 228*

Students examine the foundations of communication criticism, explore current methods of communication analysis, and apply these methods in the analysis of a variety of cultural discourses, practices and texts.

**COMM 337 - Strategic Communication Theory and Research (3 credits)**

*Prerequisite: COMM 226 and COMM 312*

This course examines strategic communication theory and research. Students will explore some of the academic research literature that reflects and guides theory development in the field. Students will also gain insight into the quantitative and qualitative methods of applied, basic and evaluative research used in developing and managing strategic communication programs.

**COMM 340 - Communication in the Family (3 credits)**

This course examines family interaction patterns and ways in which family members communicate, make decisions and settle conflict. Students examine portrayals of families in media and film in order to compare these images to scholarly research in communication studies. Course work focuses on an analysis of communication behaviors and activities of family members as these contribute to the development and maintenance of family relationships and systems.

**COMM 341 - Public Relations Case Studies (3 credits)**

*Prerequisite: COMM 226*

This course addresses crucial dimensions of strategic planning and implementation of public relation programs and campaigns. Focus will be on managerial decision-making roles, strategies of communication selected, and the evaluation of the PR campaigns. Cases will be from business, government and the non-profit sector. *Offered every other semester.*

**COMM 342 - Visual Culture and Communication (3 credits)**

*Prerequisite: COMM 221*

This course explores the practices and experiences of visual communication in everyday life, focusing on a variety of different forms (such as photographs, graphic design, and art). In particular, this course examines the ways in which visual communication creates and communicates identity, as well as how people use visual communication to relate to and understand the world around them. Students will gain an appreciation for the variety of ways we communicate visually as well as the cultural history of these forms of communication.

*Offered either semester.*

**COMM 343 - Nonverbal Communication (3 credits)**

This course is designed to provide the student with theoretical knowledge and practical analytical application of the field of nonverbal communication and its importance in the field of communication.

**COMM 345 - Writing for Radio and Television (3 credits)**

*Prerequisite: COMM 214 or COMM 215*

Course content includes sports, documentaries, interviews, commercials, PSAs and/or comedy. This course requires knowledge of production elements used in radio and television.

**COMM 349 - Perspectives on the Holocaust (3 credits) Cross Listed with INTD/PSYC 349**

*Prerequisite: COMM 130 and PSYC 100*

This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. This course is recommended for juniors and seniors. *Offered once each year.*

**COMM 350 - Documentary Film (3 credits)**

*Prerequisite: COMM 225 or ENGL 270*

The course will examine the varying ways in which documentary film can illuminate the human condition or explore critical cultural issues facing society. Students will view several different styles of documentary and analyze the effectiveness of filmmakers' techniques and choices. Films studied may include works by Flaherty, Grierson, Lorentz, Riefenstahl and Wiseman.

**COMM 353 - Corporate Communications and Social Responsibility (3 credits)**

*Prerequisite: COMM 226 or COMM 303*

This course introduces students to the study of the ethics in decision-making concerning various communication practices within public relations and organizational communication. It introduces questions about the ethics and values of human communication in terms of the outcomes for the individual, the organization and greater society.

**COMM 355 - Images of Gender in Media (3 credits)**

*Prerequisite: COMM 229*

This course considers images of men and women in contemporary media forms, including film, television and magazines. Students will learn to think about media images as products of social values and as consumer commodities, analyzing how gender is socially constructed via body type, social roles, subcultures and consumer values, among other things. Students will also consider how images affect the way we construct ourselves and our lives.

**COMM 356 - International Study in Communication (3 credits)**

*Prerequisite: Application through the International Programs Office*

This short-term international study course offers students first-hand exposure and interaction with foreign culture, customs and patterns of communication. Each faculty-led course includes pre-departure orientation sessions, lessons and activities at an international destination. Instruction will be in English. Course destinations and topics will vary. Contact the Department of Communication Studies or the International Programs Office for current study course details. Students may enroll more than once for different destinations and topics.

**COMM 357 - Meaning and Consumption (3 credits)**

*Prerequisite: At least two COMM courses at the 200-level or higher*

This course will allow students to explore issues of consumption as a meaningful and communicatively rich practice as it relates to identity, cultural values, politics and markets. A variety of topics are covered including identity and consumption, global and local processes of consumption, taste, class, conspicuous consumption and consumer activism. *Offered either semester.*

**COMM 359 - Strategic Communication for Non-Profits (3 credits)**

*Prerequisite: COMM 226*

This course covers concepts and skills that help students use communication in a strategic way as it relates to non-profit sectors. Students learn how to build community commitment to non-profit organizations' missions, strategic initiatives and fund raising activities. Students will

become familiar with a variety of strategic communication techniques and outlets, and propose a strategic communication plan for an organization of their choice. *Offered either semester.*

**COMM 360 - Argumentation and Advocacy (3 credits)**

The theory and practice of argument in various fields, including debate, public address and interpersonal communication, will be explored in this course.

**COMM 361 - Gender Communication (3 credits)**

This course investigates gender communication and its impact on the development of our gender identities as well as on the choices we make as communicators in our personal and public communications settings. An exploration of the concept of genderlect will be provided by reviewing its theoretical under-pinnings, research and the practical applications which can be used to enhance communication effectiveness between genders.

**COMM 362 - American Public Discourse (3 credits)**

*Prerequisite: COMM 221*

This course introduces students to how American public discourse has shaped the development of the United States. Students obtain a broad knowledge of how different speakers and speeches have shaped various issues, movements and controversies within American history.

**COMM 364 - Political Communication (3 credits) Cross Listed with POLI 364**

*Prerequisite: Restricted to juniors or above or consent of the instructor*

This course is a survey of the role and functions of communication within politics, paying particular attention to political campaigns. Students gain a broad knowledge of how political communication shapes expectations and interpretations of current events, issues, political actors, and the political process.

**COMM 365 - Introduction to Intercultural Communication (3 credits)**

Introduction to Intercultural Communication is a course designed to acquaint students with the factors which affect interpersonal relationships among people of differing cultural backgrounds. Foreign as well as native-born persons are encouraged to take the course. Course objectives are to enable students to become more sensitive to and tolerant of values and ideas expressed by others. *Offered spring semester. (CMCL; CSOC)*

**COMM 366 - Advanced Audio Production (3 credits)**

*Prerequisite: COMM 214*

This course is an advanced examination of creating, writing, and producing audio materials for radio programming, television and film production, and for podcast and Webcast. It also includes an in-depth analysis of the medium, including commercials, news, features, documentaries and special programs.

**COMM 368 - Entertainment/Public Relations (3 credits)**

"Mass entertainment" in the commercial sector is a multibillion dollar industry with communication strategies that are increasingly global, powerful and lucrative. This course is designed to help the student develop an understanding of public relations in the contexts of entertainment, sports and tourism. By studying the strategies of existing campaigns and organizations, students will better understand how public relations decisions affect careers and culture.

**COMM 370 – Screenwriting (3 credits)**

This course introduces students to the theory, craft and the business of film writing. Using a mixture of screenwriting texts, video and Internet assignments, and individual and group activities, students will become familiar with key screenwriting concepts such as character development and three-act structure. No prior screenwriting experience is required, but a desire to think creatively and learn a craft through writing and revision is a must. *Offered every other year.*

**COMM 371 - Global Cinema (3 credits)**

*Prerequisite: COMM 225 or ENGL 270*

This course surveys the breadth of cinema around the globe, investigating a range of international films, movements and traditions.

**COMM 373 - Strategic Visual Communication (3 credits)**

*Prerequisite: COMM 226*

Students will gain insight into how visual components contribute to effective strategic communication by investigating the roles visuals play in reaching audiences and building corporate identity. Through course readings, case studies, and assignments, students will learn about the communication functions served by visual components like images, color choices, and graphic design. *Offered either semester.*

**COMM 390 - Television Direction (Documentary) (3 credits)**

*Prerequisite: COMM 290 or COMM 291*

This course will work with elements of television direction including script writing, storyboard, composition, framing, lighting, camera movement, music audio and sound effects, working with talent, format and genres of documentary video. *Offered fall semester.*

**COMM 391 - Public Relations Practicum (3 credits)**

*Prerequisite: COMM 226 and COMM 312*

This course is designed to provide students with the opportunity to integrate their communication skills through supervised application of these skills in a public relations setting. Using a 30-hour required field experience as a focal point, students will utilize research organizational thinking, writing and speaking skills throughout the semester. *Offered either semester.*

**COMM 392 - Public Relations Campaigns (3 credits)**

*Prerequisite: COMM 312; and COMM 337 or COMM 341*

This advanced course incorporates progressive public relations theory with practice. Students research, develop and implement a strategic "real-life" campaign for a community-based client, serving as consultants, and by developing portfolio-worthy deliverables that bring value to the client's communication plan. The service-learning course includes guidance to learn necessary content and skills in such topics as fundraising, creative messaging and efficient integrated communication strategies.

**COMM 397 - Cyber Culture and Digital Media (3 credits)**

This course examines the Internet and related digital and new-media technologies as communication within a range of economic, political and cultural contexts. The core of this investigation focuses on the ways in which digital media offer innovative channels for humans to share messages and make meaning, with emphasis on the interrelated issues of access (digital divide) and the increasingly global nature of digital communication (globalization). Through a variety of online and in-class individual and group exercises, students will learn and use basic Internet and new-media skills, and develop critical-thinking skills while exploring new-media environments.

**COMM 399 - Topical Studies (3 credits)**

*Prerequisite: Dependent on topic*

Variable contemporary topics in communication will be discussed in this course. This course may be repeated for different topics. *Offered either semester.*

**COMM 401 - Film Theory and Criticism (3 credits)**

*Prerequisite: COMM 225 or ENGL 270 or consent of instructor*

This course develops an advanced understanding of film as a complex cultural medium through the discussion of key theoretical and critical approaches. Theoretical and critical approaches discussed may include the following: realist theory, genre criticism, auteur theory, structuralism, feminist theory and journalistic criticism. The course combines weekly feature-length viewings with lectures, group discussions and written assignments.

**COMM 415 - Advanced Television Production (Features) (3 credits)**

*Prerequisite: COMM 390*

This course will give students television production experience. Topics will include scripting, budgeting, pre- and post-production protocols, copyright and legal issues, studio and field production considerations, aesthetic issues and editing. The course will culminate in a 25-30 minute television project produced and directed by the student for his/her portfolio. *May be taken for graduate-level credit.*

**COMM 426 - Critical Perspectives on Mass Communication (3 credits)**

This course focuses on theories of mass communication used for critiquing the major forms of mass media around the world. The theories include dramatism, semiotics, Marxist view, popular culture and rhetorical analysis. *May be taken for graduate-level credit.*

**COMM 430 - Topics in Film (3 credits)**

*Prerequisite: COMM 225 or ENGL 270 or consent of instructor*

This course offers the basics of film study and analysis in dominant and avant garde cinema. It exposes students to a diverse range of subject matter to provide a familiarity with aspects of a particular film style, movement, culture, media and/or film technology. Topics include, but are not limited to, various international directors, postmodernism, Francophone, Soviet, Swedish and Scandinavian, satire and parody, film noir and other genres and auteur. The course may be repeated for different topics.

**COMM 462 - Patterns of International Communication (3 credits)**

This course is a study of communication systems throughout the world. Students will focus on media as it functions within a variety of political systems. *Offered spring semester. May be taken for graduate-level credit. (CGCL)*

**COMM 463 - Popular Culture and Communication (3 credits)**

*Prerequisite: COMM 226 or COMM 228 or COMM 229*



This course explores the origins and development of popular culture in the mid-twentieth and early twenty-first century, examining a range of theoretical approaches to understanding, analyzing and participating in popular culture. The course primarily takes up television, film, advertising, popular music, and computer cyberculture, investigating how ethnicity, race, gender, class, age, religion, and sexuality both shape and are shaped by popular culture. *Offered either semester.*

#### **COMM 470 - Organizational Communication: Events Planning (3 credits)**

*Prerequisite: COMM 226*

In this class, students will analyze ways in which organizations communicate their image and message through events and promotions. Students will learn advanced organizational communication theory as it relates to events planning and will gain significant practice in planning, critiquing and analyzing events through case studies and attendance at actual events. Students will apply the theory to a practical, on-campus experience. The course will be taught using lecture, online assignments, class discussion and out-of-class project assignments.

#### **COMM 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Offered either semester.*

#### **COMM 492 - Seminar in Strategic Communication (3 credits)**

*Prerequisite: COMM 221 and COMM 224 and COMM 226 and COMM 250 and COMM 312 and COMM 337*

This seminar will pursue, in depth, selected themes and topics in the area of strategic communication. (CWRM)

#### **COMM 493 - Seminar in Communication and Culture (3 credits)**

*Prerequisite: COMM 221 and COMM 224 and COMM 228 and COMM 250 and COMM 336*

This seminar will pursue, in depth, selected themes and topics in the area of communication and culture.

#### **COMM 495 - Communication Studies Seminar (3 credits)**

*Prerequisite: COMM 221 and COMM 222 and COMM 224*

This seminar will pursue, in depth, certain themes and topics in the area of the communication studies. *Offered either semester.* (CWRM)

#### **COMM 496 - Seminar in Film, Video, and Media Studies (3 credits)**

*Prerequisite: COMM 221 and COMM 224 and COMM 229 and COMM 250 and COMM 334*

This seminar will pursue, in depth, selected themes and topics in the area of film, video, and media studies. *Offered either semester. May be taken for graduate-level credit.* (CWRM)

#### **COMM 498 - Internship in Communication (3-12 credits)**

*Prerequisite: Consent of the department, formal application required*

This non-classroom experience is designed for a limited number of junior and senior majors to complement their academic preparation. Limited to 3-12 credits unless special circumstances at the work site require more involvement. Only three credits may be applied to the major elective requirement. This course may be repeated for a maximum of 15 credits. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

#### **COMM 499 - Directed Study in Communication (1-3 credits)**

*Prerequisite: Consent of the department, formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

### **Communication Studies: Other Approved Courses**

#### **COMM 320 - Mass Communication in Society (3 credits)**

*Prerequisite: COMM 229*

This course reviews theory and research in the field of mass communication. Special attention will be paid to the evolution of the concept of the mass audience and current concerns about the effects of media content on individuals and society. *Offered fall semester.*

#### **COMM 338 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students, consent of the department*

Special topics in speech communication will be discussed in this course. Three hourly meetings weekly. *Offered fall semester.*

**COMM 339 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students, consent of the department*

Special topics in speech communication will be discussed in this course. Three hourly meetings weekly. *Offered spring semester.*

**COMM 450 – Persuasion (3 credits)**

*Prerequisite: COMM 222 and COMM 224*

This course will examine persuasion as a tool for modifying the beliefs, attitudes and behaviors of others. Applications of persuasion to the fields of communication and mass communication including advertising, public relations, marketing, programming and station management, as well as the social and political dimensions of democracy.

## ■ COMPUTER SCIENCE

**COMP 105 - Computers and Their Applications: An Introduction (3 credits)**

The goal of this course is to provide a student with no previous computer experience the opportunity to become computer literate. The course consists of equal parts of textbook/lecture learning and hands-on experience with software such as an operating system, a spreadsheet, a word processor, presentation graphics and Internet services including electronic mail. The course is especially recommended for the new PC user but does not fulfill any requirements of the computer science major.

**COMP 111 - Elementary Visual Programming (3 credits)**

This course provides an introduction to computer programming for non-computer science majors who have no previous programming experience. Topics include simple data types, control structure, and introduction to array and string data structure and algorithms, history of computer science, computer systems and environments. The course emphasizes object-oriented design and programming using the Alice programming system. Using Alice, students will write programs that produce 3-D computer animations.

**COMP 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in computer science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

**COMP 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in computer science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

**COMP 143 - Introduction to Computer Science: Peer Assisted Learning (1 credit)**

This course is a required corequisite for each section of COMP 151 supported by small-group structured learning assistance. Under faculty supervision, students acquire strategies of problem solving, and particularly programming skills to help them succeed in computer science. Students in this course will attend a weekly tutorial session led by a peer learning assistant (PAL), in which they will engage in inquiry-based and small-group problem solving. This course will be graded on a (P) Pass/(N) No Pass basis.

**COMP 151 - Computer Science I (3 credits)**

This is a beginning course in programming, which introduces concepts of computer organization. Problem-solving methods and algorithmic development stressing good programming style and documentation including top down and modular design will be covered. This course emphasizes problem solving with programming exercises run on the computer. *Offered either semester. (Formerly COMP 101)*

**COMP 152 - Computer Science II (3 credits)**

*Prerequisite: COMP 151*

This course continues the coverage of the fundamental concepts of computer programming techniques including recursion, sorting, searching, subprograms and aggregate data types. Software engineering principles including program design, programming style and documentation started in COMP 151 will be continued. Students will write programming projects to demonstrate their mastery of these concepts. *Offered either semester. (Formerly COMP 102)*

**COMP 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed*



*ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **COMP 202 - Transitions in Programming (1 credit)**

*Prerequisite: COMP 152*

In this course students will learn and practice the skills needed in upper level computer science classes. Very often the language used for introductory computer science classes is not the same as that used in more advanced courses. Some languages hide programming details that others expose. This course will be offered in whatever languages the department deems to be currently appropriate for upper level computer science courses. This course may be repeated for a maximum of three credits for different programming languages.

### **COMP 203 - Programming and Computer Algebra (3 credits)**

*Prerequisite: MATH 161/161E or MATH 141; each of which may be taken concurrently*

In this course, students will solve problems by writing computer programs that include input, output and control structures (sequence, selection, repetition). In addition, the student will learn and use some of the tools of a computer algebra system and do programming in the system. *Note: A mathematics or computer science major who has successfully completed COMP 151 may not take this course for credit.*

### **COMP 206 - Introduction to Computer Organization (3 credits)**

*Prerequisite: COMP 152*

In this course, the organization and structure of major hardware components of computers; mechanics of information transfer and control within a digital computer system, and the fundamentals of logic design will be covered. The major emphasis of the course concerns the functions of and communication between the large scale components of a computer system, including properties of I/O devices, controllers and interrupts. *Offered spring semester.*

### **COMP 220 - Topics in Programming Languages (3 credits)**

*Prerequisite: COMP 152 or equivalent*

This course provides an introduction to different programming languages such as Java and Smalltalk. It is intended as a course for students who have previously programmed but want to explore different programming languages. It does not count as a departmental elective for computer science majors. This course may be repeated for credit with different language topics.

### **COMP 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in computer science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

### **COMP 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in computer science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

### **COMP 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**COMP 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**COMP 330 - Data Structures and Algorithms (3 credits)**

*Prerequisite:* COMP 152

In this course, static, semistatic and dynamic data structures and techniques for the analysis and design of efficient algorithms which act on data structures will be addressed. Course topics will include arrays, records, stacks, queues, dequeues, linked lists, trees, graphs, sorting and searching algorithms, algorithms for insertion and deletion and the analysis and comparison of algorithms. *Offered spring semester.*

**COMP 340 - Organization of Programming Languages (3 credits)**

*Prerequisite:* COMP 330 and MATH 130

This course is an introduction to the structure of programming languages. Formal specification of syntax and semantics; structure of algorithmic, list processing, string manipulation, data description and simulation languages; basic data types, operations, statement types and program structure; and run-time representation of program and data will be included. Particular emphasis will be placed on block-structured languages (ALGOL-68, Pascal, Ada, C) and interpreted languages (APL, LISP, SNOBOL). Programming assignments made in several languages are required. *Offered spring semester.*

**COMP 345 - Compiler Construction (3 credits)**

*Prerequisite:* COMP 330 and COMP 340

This course includes compiler structure; lexanalysis, syntax analysis, grammars, description of programming language, automatically constructed recognizers, and error recovery; semantic analysis, semantic languages, semantic processes, optimization techniques and extendible compilers. Students will write a sample compiler in this course.

**COMP 350 - Operating Systems (3 credits)**

*Prerequisite:* COMP 206 and COMP 330

Discussion of the organization and structure of operating systems for various modes of computer use from simple batch systems to time-sharing/multiprocessing systems are covered in this course. Topics include concurrent processing, memory management, deadlock, file systems, scheduling, etc. Programming assignments made in a high-level language with concurrent processing feature are required. *Offered fall semester.*

**COMP 399 - Topics in Computer Science (3 credits)**

*Prerequisite:* COMP 330 and other prerequisites dependent on topic

Topics of special and current interest not covered in other courses will be offered. This course may be repeated for different topics.

**COMP 405 - Introduction to Database Systems (3 credits)**

*Prerequisite:* MATH 130 and COMP 330

This course includes physical data organization; the hierarchical, network and relational data models; design theory for relational database, data dependencies, normal forms and preventing loss of information; query optimization; and integrity and security of databases. Students will implement applications on a relational database system. *May be taken for graduate-level credit.*

**COMP 410 - Database Applications (3 credits)**

In this course, the role of a database in an MIS environment is studied. Team analysis and implementation of a database project will be a major course component. This course does not fulfill computer science major requirements. *May be taken for graduate-level credit.*

**COMP 426 - 2D Game Design (3 credits)**

*Prerequisite:* COMP 330

In this course we will look at the whole life cycle of game development. We will focus on 2D games, avoiding some of the implementation details that hinder the development of 3D games. Students will begin with sketching out ideas, implement 2D graphics-based games. Students will experiment with 2D game concepts like scrolling, tiled maps and creating the illusion of infinite space. We will look at game Artificial Intelligence including pathing and goal selection. Students will also explore issues of art selection for games, including copyright issues and intellectual property.

**COMP 427 - Internet Programming (3 credits)**

*Prerequisite: COMP 340*

This is an introductory course on Internet programming. Students in this course will learn about the Internet and its fundamental request-response paradigm. Topics to be covered include fundamentals of the Web, client/server architectures, Internet protocols and programming.

**COMP 430 - Computer Networks (3 credits)**

*Prerequisite: COMP 330*

This course includes an introduction to data transmission, digital multiplexing and data switching, characteristics of transmission media, terminals, modems and communication processes; design of error control, line control, and information flow control procedures; study of message and packet switching networks; protocols and software in packet switching systems; and modeling techniques for networks. *May be taken for graduate-level credit.*

**COMP 435 - Analysis of Algorithms (3 credits)**

*Prerequisite: COMP 330*

This course is a general overview of algorithms, including algorithmic techniques needed in problem solving, and relative efficiency of algorithms. Topics will include efficient algorithms for data manipulation, graphical analysis, rapid evaluation of algebraic functions and matrix operations, and  $N \log N$  bound in sorting algorithms. *May be taken for graduate-level credit.*

**COMP 436 - Computer Graphics (3 credits)**

*Prerequisite: COMP 330; and either MATH 120 or MATH 202*

This course includes an introduction to hardware, algorithms and software of computer graphics. Topics include line generators, affine transformations, line and polygon clipping, splines, interactive techniques, menus, orthographic and perspective projections, solid modeling, hidden surface removal, lighting models and shading. *May be taken for graduate-level credit.*

**COMP 437 - Simulation and Game Design (3 credits)**

*Prerequisite: COMP 436*

This course introduces techniques used to design and implement computer games. Topics include a historic overview of computer games, the preparation of game documents and the use of a game engine, modeling software and terrain generator. A game will be designed and implemented in a team environment.

**COMP 442 - Object-Oriented Software Engineering (3 credits)**

*Prerequisite: COMP 330*

This is a project course in the development of a large-scale software system using OO methodologies. The primary process involves discovering classes and objects that model both the application domain and the solution space, identifying the semantics of these classes and objects and establishing relationships among them, and implementing the classes and objects using appropriate data structures and algorithms. This primary process is controlled by a well-defined development framework with the following steps: 1) establishing core requirements, 2) providing a model of the system's behavior, 3) creating an architecture for the implementation, 4) evolving the implementation through successive iterations, and 5) maintaining the system. *May be taken for graduate-level credit. (CWRM)*

**COMP 445 - Logic Programming (3 credits)**

*Prerequisite: Junior or senior mathematics or computer science major or equivalent background; and consent of the department*

This course will introduce the student to the logical programming paradigm using a language such as Prolog or LISP. *May be taken for graduate-level credit.*

**COMP 460 - Introduction to Robotics (3 credits)**

*Prerequisite: COMP 330*

This course is an introduction to the theory of the motion of robot manipulators. The mathematics, programming and control of manipulators will be emphasized. Issues of sensing and planning will also be examined. *May be taken for graduate-level credit.*

**COMP 470 - Introduction to Artificial Intelligence (3 credits)**

*Prerequisite: Restricted to computer science majors and completion of 29 credits of computer science courses in the major*

This course introduces students to the basic concepts and techniques of artificial intelligence. Emphasis is given to representation and the associated data structures. Students will also be introduced to an AI language such as LISP. *May be taken for graduate-level credit.*

**COMP 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director this course may be extended into a second semester for three additional credits depending upon the

scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**COMP 498 - Internship in Computer Science (3 credits)**

*Prerequisite: A minimum of 24 approved hours in computer science and consent of the department; formal application required*

In this course, students will work for an employer in the computer science field for a minimum of 10 hours/week during one full semester. A member of the department will serve as adviser and evaluator of all work projects. This course can be taken only once for credit. Graded on a (P) Pass/(N) No Pass basis.

**COMP 499 - Directed Study in Computer Science (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**COMP 502 – Research (3 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research is undertaken by the graduate student in their field. This course culminates in capstone project. For details, consult the paragraph titled “Directed or Independent Study” in the “College of Graduate Studies” section of this catalog.

**COMP 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled “Directed or Independent Study” in the “College of Graduate Studies” section of this catalog. This course may be repeated for a maximum of six credits.

**COMP 510 - Topics in Programming Languages (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course investigates programming language development from designer's, user's and implementer's point of view. Topics include formal syntax and semantics, language system, extensible languages and control structures. There is also a survey of intralanguage features, covering ALGOL-60, ALGOL-68, Ada, Pascal, LISP, SNOBOL-4 APL, SIMULA-67, CLU, MODULA, and others.

**COMP 520 - Operating Systems Principles (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course examines design principles such as optimal scheduling; file systems, system integrity and security, as well as the mathematical analysis of selected aspects of operating system design. Topics include queuing theory, disk scheduling, storage management and the working set model. Design and implementation of an operating system nucleus is also studied.

**COMP 525 - Design and Construction of Compilers (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

In this course, topics will include lexical and syntactic analysis; code generation; error detection and correction; optimization techniques; models of code generators; and incremental and interactive compiling. Students will design and implement a compiler.

**COMP 530 - Software Engineering (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

Topics in this course will include construction of reliable software, software tools, software testing methodologies, structured design, structured programming, software characteristics and quality and formal proofs of program correctness. Chief programmer teams and structure walk-throughs will be employed.

**COMP 536 – Graphics (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course examines typical graphics systems, both hardware and software. Topics include design of low-level software support for raster and vector displays, three-dimensional surface and solids modeling, hidden line and hidden surface algorithms. Shading, shadowing, refraction, and surface texturing are also included.

**COMP 540 - Automata, Computability and Formal Languages (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

Topics in this course will include finite automata and regular languages, context-free languages, Turing machines and their variants, partial recursive functions and grammars, Church's thesis, undecidable problems, complexity of algorithms and completeness.

**COMP 545 - Analysis of Algorithms (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course deals with techniques in the analysis of algorithms. Topics to be chosen from among the following: dynamic programming, search and traverse techniques, backtracking, numerical techniques, NP-hard and NP-complete problems, approximation algorithms and other topics in the analysis and design of algorithms.

**COMP 560 - Artificial Intelligence (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course is an introduction to LISP or another AI programming language. Topics are chosen from pattern recognition, theorem proving, learning, cognitive science and vision. It also presents introduction to the basic techniques of AI such as heuristic search, semantic nets, production systems, frames, planning and other AI topics.

**COMP 562 - Expert Systems (3 credits)**

*Prerequisite: COMP 560*

Architectures currently used in building expert systems are studied in this course.

The main current systems are surveyed along with expert system environments and tools.

**COMP 565 - Logic Programming (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course is an introduction to first order predicate logic as a problem-solving tool. Logic programming languages such as PROLOG are studied along with applications of logic programming to mathematics fields, natural language processing and law.

**COMP 570 – Robotics (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This is a project-oriented course in robotics. Topics are chosen from manipulator motion and control, motion planning, legged-motion, vision, touch sensing, grasping, programming languages for robots and automated factory design.

**COMP 575 - Natural Language Processing (3 credits)**

*Prerequisite: COMP 560*

This is a historical survey of question-answering systems. Topics include analysis and computational representation of syntactic and semantic structures for artificial intelligence application using English; current text systems; simulation of brief systems and other aspects of cognition; use of natural language systems; and generation of text or speech.

**COMP 580 - Database Systems (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

In this course, topics will include relational, hierarchical and network data models; design theory for relational databases and query optimization; classification of data models, data languages; concurrency, integrity, privacy; modeling and measurement of access strategies; and dedicated processors, information retrieval and real time applications.

**COMP 582 - Distributed Database Systems (3 credits)**

*Prerequisite: COMP 580*

The problems inherent in distributed databases on a network of computer systems are studied in this course, including file allocation, directory systems, deadlock detection and prevention, synchronization, query optimization and fault tolerance.

**COMP 590 - Computer Architecture (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course is an introduction to the internal structure of digital computers including design of gates, flip-flops, registers and memories to perform operations on numerical and other data represented in binary form; computer system analysis and design; organizational dependence on computations to be performed; and theoretical aspects of parallel and pipeline computation.

**COMP 594 - Computer Networks (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course provides an introduction to fundamental concepts in computer networks, including their design and implementation. Topics include network architectures and protocols, placing emphasis on protocol used in the Internet; routing; data link layer issues; multimedia networking; network security; and network management.

**COMP 596 - Topics in Computer Science (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

In this course, topics are chosen from program verification, formal semantics, formal language theory, concurrent programming, complexity



or algorithms, programming language theory, graphics and other computer science topics. This course may be repeated for credit with different topics.

**COMP 599 - Computer Science Seminar (3 credits)**

*Prerequisite: Minimum of 12 credits in 500-level science course work*

This is a project-oriented seminar in computer science. Projects will be individually assigned.

## Computer Science: Other Approved Courses

**COMP 100 - Programming in BASIC (3 credits)**

This course covers problem solving and principles of computer programming taught with the aid of the BASIC language. Topics to include the LET, INPUT, READ, IF and FOR statements; arrays; numerical and string functions; and other topics as time allows.

**COMP 201 - Assembly Language Programming (3 credits)**

*Prerequisite: COMP 152*

This is a basic course in machine-level programming. Number systems and data representation; arithmetic and logical instructions, indexing, I/O, subroutines; structure and modularity of programs and data at the machine level; and macro definition and recursion will be included. This course will emphasize programming in assembly language. *Offered fall semester.*

**COMP 210 - COBOL I (3 credits)**

*Prerequisite: Knowledge of at least one programming language*

This course includes the elements of structured COBOL programming. Topics will be chosen from the following: arithmetic operation statements, report editing, heading lines, comparisons, complex and nested IF statements, single- and multiple-level control break processing with group indication, one-dimension table processing — subscript, index, table search. *Offered fall semester.*

**COMP 338 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and consent of the department*

Special topics in computer science will be offered. Three hourly meetings weekly. *Offered fall semester.*

**COMP 339 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and consent of the department*

Special topics in computer science will be offered. Three hourly meetings weekly. *Offered spring semester.*

**COMP 395 - Computer Science Seminar (3 credits)**

*Prerequisite: A minimum of 24 approved hours in computer science and consent of the department*

This course includes the interdisciplinary uses of computers. Problems arising through the increasing use of computers in our society will be addressed. This seminar will be project oriented and students will present their work to the class for discussion and criticism.

**COMP 550 - Topics in Discrete Mathematics (3 credits)**

*Prerequisite: Consent of instructor*

In this course, topics will include context-free languages, graph theory, combinatorics, optimization theory, linear programming and error correcting codes.

## ■ COUNSELING - GENERAL

**CNGC 500 - Research and Evaluation (3 credits)**

This course is designed to help prepare counselor education students who intend to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Counselor as practitioner-scientists. The purpose of this course is to provide a framework for counselors to evaluate the efficiency of research studies that have implications for the practice of counseling. Students will become familiar with research methods, statistical analysis, needs assessment and program evaluation as it relates to the counseling profession. Students will be exposed to ethical and legal considerations, diversity and equity as it relates to conducting research in counseling.

**CNGC 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*



Original research is undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**CNGC 503 - Directed Study (1-3 credits)**

*Prerequisite: Completion of 15 approved graduate credits and acceptance in the counseling program; consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in the counseling field or engage in fieldwork in addition to what is required in each program option. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**CNGC 504 - Research and Evaluation II (3 credits)**

*Prerequisite: CNGC 500 or PSYC 500 or SCWK 541; and matriculation in MEd or CAGS or Postmaster's in Counseling or MA in Psychology or MSW*

The completion of a research project is the main objective of this course, which is designed to facilitate the academic and professional development of the advanced graduate student. This counseling focused research project must be an original work.

**CNGC 508 - Creativity in Counseling (1.5 or 3 credits)**

The purpose of this course is to introduce students to methods of integrating creativity and expressive therapy modalities into the therapeutic relationship. Students will be exposed to different variations of creativity in counseling such as art therapy, sand tray therapy, music therapy, metaphors in counseling, adventure based counseling, and forms of ceremonies in therapy. Ethical considerations for using creativity in counseling will be addressed, as well as national organizations that govern the various creative modalities. Students will be provided with the basic concepts and methods of these specialty areas. Information presented in this course will be explored through discussions, readings and basic experiential activities.

**CNGC 515 - Performance Psychology for Athletes and Performance Artists (3 credits)**

This course will examine various performance enhancement protocols utilized in sports and the performing arts. Performance psychology is concerned with the psychological aspects of performance in sport, exercise, performing arts, business and life (i.e., enhancing well-being, test anxiety, etc.). This is a practice-based course where students will examine theories and interventions used to enhance performance and overall well-being as well as the practical application of skills.

**CNGC 520 - Group Experience (0 credit)**

*Prerequisite: Must be taken concurrently with CNGC 538*

All matriculated MEd counselor education students are required to participate in a confidential, small-group experience provided by the department. This non-graded, eight-session activity will be facilitated by a licensed clinician who is not a member of the faculty and will provide counselors-in-training with direct experience as a member of a group. Completion of this requirement is a prerequisite for the Advanced Applied Counseling Course. This course is graded on an (P) Pass/(N) No Pass basis.

**CNGC 528 - Counseling and Development 3 credits**

This course will introduce the counselor education student who intends to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Counselor, to counseling theory and practice in the context of human development, culture and other contextual factors. Diversity will be broadly defined and include, but not be limited to ethnicity, race, spirituality, gender, SES and sexual orientation. The major counseling theories will be examined with respect to their overall worldview, underlying value systems and related compatibility with mainstream and disenfranchised populations, their perspective on human development and clinical application. Although primary course emphasis will be on counselor self-reflection and working with individual clients, secondary focus will be on ecological/system approaches and prevention strategies.

**CNGC 529 - Multicultural Counseling (3 credits)**

*Prerequisite: CNMH 528 or CNSA 528 or CNSC 528, which may be taken concurrently*

This skill-based course will further develop the students' working knowledge and basic competency in multicultural counseling theory and application. For the counseling student who intends to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: LMHC, School Social Worker/School Adjustment Counselor, or School Counselor. To this end, the course will focus on the counselor on both a professional and personal level. Additionally, the course will examine salient client population-specific issues related to the life experiences and world view of the culturally different client and how such experiences impact on the counseling relationship and therapeutic process. Underlying values and assumptions associated with widely used traditional counseling interventions and their appropriateness with disenfranchised populations will be explored. Traditional and nontraditional culturally-consonant counseling approaches will also be discussed.

**CNGC 538 - Group I: Theory and Process of Group Interaction (3 credits)**

*Prerequisite: CNMH 528 or CNSA 528 or CNSC 528; and matriculation in the MEd or CAGS or postmaster's program in counseling; must*

*be taken concurrently with CNGC 520*

Group I is an experiential course designed to provide students who intend to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: LMHC, School Social Worker/School Adjustment Counselor or School Counselor, with the opportunity to co-facilitate, participate, observe and analyze group process. Emphasis will be placed on the synthesis of leadership, membership and purpose, as well as the development of various types of groups and counseling applications for a variety of settings.

**CNGC 539 - Introduction to Career Counseling (3 credits)**

This course will review concepts, issues, trends and tools as they relate to career development. It is designed to consider the role of the professional counselor in the career decision-making process embedded within lifestyle and life-stage factors. Topics will include, but not be limited to, career development theory, career assessment tools, interest, skills and personality inventories, career resource materials, technology and the implementation of career counseling strategies.

**CNGC 542 - Group II: The Facilitation of Group Experience (3 credits)**

*Prerequisite: CNGC 538*

Group II is an advanced-level course that provides students with an opportunity to enhance their group counseling skills and repertoire as well as increase their ability to apply theory to practice. This course uses both experiential and discussion methods of teaching to facilitate learning.

**CNGC 544 - Introduction to Reality Therapy (3 credits)**

This course is designed to bring about an awareness and an understanding of the philosophy and basic concepts of Reality Therapy. Modalities of learning will include the following: didactic presentation, role-play, lecture and group process.

**CNGC 560 - Special Topics in Counseling (1-3 credits)**

Special topics of current relevance in counseling will be offered from time to time. The topic to be addressed will be announced prior to registration. This course may be repeated for different topics.

**CNGC 561 - Grief Counseling (3 credits)**

This course is an introduction to the theory and application of grief models as they apply to individuals and families, including techniques and strategies to assist clients and students dealing with issues related to grief and loss in a variety of settings (school, mental health, college/student affairs). The course will stress the importance of the professional counselor's self-awareness and counselor impact on the therapeutic process, as well as the role of ritual, spirituality and multicultural perspectives on grief. At the core of the course will be a respect for the "client's" cultural contextual, a recognition of the importance of culture and other critical intervening factors on the counseling and grief process, and the maintenance of high ethical standards.

**CNGC 563 - Psychopharmacology for Nonmedical Professionals (3 credits)**

This course is for the counseling student who intends to work in mental health or PreK-12 settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor or School Counselor. It examines modern medication treatments for psychological disorders, including schizophrenia, mania, depression and anxiety. Additional problems such as ADHD/ADD, steroids, alcohol and cigarette dependency, street drugs and inhalants will be examined. Types of medications reviewed are the following: antipsychotics, antidepressants, antianxiety, sedative-hypnotics, over-the-counter and herbal alternatives are discussed in conjunction with diagnostic factors, effectiveness, side effects, risk and biological actions.

**CNGC 567 - Marital and Family Therapy (3 credits)**

This course is an examination of schools of family systems and treatment intervention options. Attention will be given to the history and development of marital family therapy, current schools of therapy, intervention strategies and the role of the counselor in marital and family work. Professional standards for marital and family therapy will be reviewed.

**CNGC 582 - Preventive Counseling (3 credits)**

This course is for the counseling student who intends to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/Adjustment Counselor or School Counselor. It will explore the wide variety of factors in society and the community that affect the well-being of the client in school, agency/community and higher education settings. Emphasis will be on addressing human problems through community counseling and consultation within a framework of multiculturalism, professional standards and equity, and using technology to enhance the development and delivery of community counseling interventions. Topics include consultation, referral, program development, intervention strategies, outreach, general systems theory, community counseling, person/environment "fit" and action/evaluation research.

**CNGC 585 - Capstone in Counseling – Portfolio (3 credits)**

*Prerequisite: Consent of department chairperson*

This course is designed to assist students in successfully creating a capstone portfolio that demonstrates mastery of the basic

competencies necessary to function as a counseling professional. Students' projects will utilize the core areas of their discipline in accordance with the CACREP (Council for the Accreditation of Counseling and Related Educational Programs) standards. Students must successfully present their final capstone portfolio at a formal capstone defense meeting. This course is graded on a (P) Pass/(N) No Pass basis.

#### **CNGC 586 - Capstone in Counseling -- Project Paper (3 credits)**

*Prerequisite: Consent of department chairperson*

This course is designed to assist students in successfully creating a capstone project paper that demonstrates mastery of the basic competencies necessary to function as a counseling professional. Students' projects will utilize the core areas of their discipline in accordance with the CACREP (Council for the Accreditation of Counseling and Related Educational Programs) standards. Students must successfully present their final capstone project paper at a formal capstone defense meeting. This course is graded on a (P) Pass/(N) No Pass basis.

#### **CNGC 587 - Counseling the Military Family (1.5 or 3 credits)**

This course prepares students to understand the stressors that being in the military, as a reservist, National Guard, or as regular military person, places on the family. Information regarding agencies and community services for military families will be presented for example the Veterans Administration programs, the Military Child Education Coalition and the American Red Cross programs, which supports the children and family of the National Guard and Reservist. Information regarding means to receive books, community resources and CD's to aid in counseling of the families is included. Techniques to counsel the family members, including the service member through these trying times and tailoring these techniques to your unique setting will be explored. The military culture as framework for understanding the family will be presented.

#### **CNGC 610 - Counselor Supervision: Principles and Practice (3 credits)**

This advanced-level course will provide the student with an overview of the varied principles and practices of counselor supervision. Supervision is examined from an administrative and clinical paradigm. Furthermore, topics related to supervision such as diversity, gender, personal/professional development, counseling theory and ethics will be covered. Central to the course will be the development of the skills and knowledge requisite to becoming an effective supervisor in the counseling profession. An ongoing self-evaluation of supervisor's attitudes, values, skills, personality and roles as a supervisor will be examined.

#### **CNGC 620 - Multicultural Counseling II (3 credits)**

*Prerequisite: CNGC 529*

This advanced-level, competency-based course is designed for professional counselors and advanced-level graduate students in counseling who are interested in increasing their knowledge and skill in the fourth "force" of counseling -- Multicultural Counseling and Therapy. Emphasis will be on operationalization of the components of multicultural competence as identified by the American Counseling Association. Primary focus will be on increasing knowledge and skills in the areas of assessment, intervention planning, and service delivery, understanding and effectively responding to bias and hate incidents and crimes, facilitating "praxis" consultation, legal and ethical issues, and continued self-awareness/professional development in this area. Students will also develop a diversity-related philosophy statement and technology product to be included in their counseling portfolio.

#### **CNGC 625 - Enhancing Counseling and Prevention through Technology (3 credits)**

*Prerequisite: CNGC 582 or consent of instructor*

This advanced-level course is designed for professional counselors and advanced-level graduate students in counseling who are interested in increasing their knowledge and skill in the ways technology can be used to develop, deliver and evaluate counseling and prevention services, materials and programs. The course will build upon the student's earlier courses and experiences and will primarily focus on competency and skill-building to increase student effectiveness in this area. Emphasis will be on readily available software applications whose use can be modified to enhance and customize counseling interventions, as well as those which are integral to the functioning of the school counselor and in which familiarity and initial competency is expected by school systems. Topics will include use of the Internet, scheduling programs, record keeping systems, presentation and publishing software applications, career and college exploration, developing customized computer-generated counseling materials, electronic mail, data management, photo/graphic editing and importing, multimedia applications and Web pages/Web sites. Legal and ethical issues related to the use of technology, as well as diversity issues will be threaded throughout the course. All topics will be explored from a guidance and counseling perspective. Much of the work for the course will take place within population-specific small groups.

#### **CNGC 630 - Child and Adolescent Psychopathology (3 credits)**

This advanced level course for the professional counselor will examine the nature, etiology, consequences and prevention/treatment of the major emotional issues/disorders of children and adolescents. Childhood behavior will be considered from a developmental viewpoint for counselors in schools and the community and will include emotional problems of children as well as psychopathological disorders. Primary emphasis will be on understanding the psychological factors which constitute difficulties in children's academic, social and personal

development. This course will also provide an examination of the classification, diagnostic criteria, and differential diagnosis according to the current *Diagnostic and Statistical Manual of Mental Disorders* (DSM).

#### **CNGC 660 - Special Topics in Counseling (1-3 credits)**

Special topics of current relevance in counseling will be offered from time to time. The topic to be addressed will be announced prior to registration. This course may be taken more than once with the consent of the adviser.

### **Counseling - General: Other Approved Courses**

#### **CNGC 571 - Practicum: School Guidance Counselor (PreK-8) (9 credits)**

*Prerequisite: Successful completion of CNSG 570 and a fieldwork application approved by the Counseling Programs Committee*

This fieldwork experience is completed in the role of School Guidance Counselor at a PreK-8 educational site approved by the Counseling Programs Committee. This fieldwork experience includes a minimum of 450 clock hours at the fieldwork site. The student must have successfully completed pre-practica hours prior to beginning this fieldwork experience. Students must submit an application by the first week in April for the fall semester practicum and November for the spring semester. This course fulfills the Department of Education practicum requirements for school guidance counselor licensure effective October 1994.

#### **CNGC 572 - Practicum: School Guidance Counselor (5-12) (9 credits)**

*Prerequisite: Successful completion of CNGC 580 and a fieldwork application approved by the Counseling Programs Committee*

This fieldwork experience is completed in the role of School Guidance Counselor at a 5-12 educational site approved by the Counseling Programs Committee. This fieldwork experience includes a minimum of 450 clock hours at the fieldwork site. The students must have successfully completed pre-practica hours prior to beginning this fieldwork experience. Students must submit an application by the first week in April for the fall semester practicum and November for the spring semester. This course fulfills the Department of Education practicum requirements for school guidance counselor licensure effective October 1994.

#### **CNGC 592 - Internship in Student Affairs Counseling (9 credits)**

This fieldwork experience is for advanced counseling students seeking employment in higher education settings. Students must complete a minimum of 450 fieldwork hours at a site approved by the Counseling Programs Committee. Students must submit an internship application in April for the fall semester and in November for the spring semester.

## **■ COUNSELING - MENTAL HEALTH**

#### **CNMH 528 - Counseling Theories and Techniques for Mental Health Counseling (3 credits)**

This course will introduce the Mental Health Counseling student to the major counseling theories and will infuse practical application of the techniques and skills associated with each theory. These theories will be examined with respect to their overall worldview and practice in the context of clinical settings. In addition to theories, a secondary course emphasis will be on counselor self-reflection and self-awareness as well as working with individual clients. Additional areas that will be infused in the course include: culture and other contextual factors, diversity in a broad context, ecological systems, ethical considerations and prevention strategies.

#### **CNMH 532 - Psychological Assessment (3 credits)**

*Prerequisite: CNGC 500*

This course will examine the basic principles and components of individual and group psychological assessment and is designed for the counselor education student who intends to work in mental health settings or PreK-12 settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor. The student will be introduced to the most commonly used assessment tools and practices for measuring intelligence, achievement, aptitude, interest, career and personality. Basic concepts of standardized testing and statistical concepts such as measures of central tendency, variability, norm and criterion referenced tests and types of reliability and validity will be explained for each test discussed. Critical issues and procedures such as technology, ethical, diversity and multicultural aspects related to the administration, scoring, interpretation and report writing for individual and group tests will be emphasized. (Formerly CNGC 532)

#### **CNMH 534 - The Professional Counselor: Standards, Ethics and Legal Issues (3 credits)**

This course, which is for the graduate counseling student who intends to work in mental health or PreK-12 settings, and who is seeking licensure as a Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor, will examine the current trends in the area of ethical and legal issues that affect the professional counselor, as well as the process of ethical decision-making. Legal and ethical issues dealing with informed consent, confidentiality, duty to warn, neglect and abuse, family rights and special education will be among the topics to be studied. Ethical standards of the ACA and codes germane to specific counseling associations will be reviewed and discussed. Guidelines and competencies for working with multicultural and other special populations will also be examined.

**CNMH 535 - Applied Counseling: Adolescent-Adult (3 credits)**

*Prerequisite: CNMH 528 and matriculation in the MEd or CAGS or postmaster's program in counseling*

In this course, awareness of characteristics and behaviors that influence the helping process will be explored, such as developmental issues, multicultural, ascribed and achieved personality characteristics. Students who intend to work with adolescents and/or adults in school or mental health settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor will develop basic interviewing and counseling skills for the purpose of establishing a therapeutic relationship, diagnosis of client problems and implementing appropriate counseling treatment goals within the ethical guidelines. (Formerly CNGC 535)

**CNMH 536 - Applied Counseling: Pre-Adolescent (3 credits)**

This course is designed to assist the counseling student who intends to work in mental health or PreK-12 settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor, with learning effective therapeutic techniques for working with young children. The course will examine developmental child psychopathology from a constructivist perspective. Using this model, various approaches to child therapy and collaboration skills will be applied and evaluated. No preferred treatment modality will be espoused; rather, students will be expected to make use of a combination of techniques and integrate various forms of intervention. Moreover, diversity, psychological development, technology and professionalism will be integrated throughout the course. (Formerly CNGC 536)

**CNMH 540 - Substance Abuse and Dependency (1.5 credits)**

This course is an overview of substance abuse and dependency, including etiological and treatment models, current *Diagnostic and Statistical Manual of Mental Disorders* (DSM) diagnostic criteria and differential diagnosis according to the current DSM. Also included are discussions of evidence based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

**CNMH 564 - Theories of Psychological Development (3 credits)**

*Prerequisite: CNMH 528*

This course will examine traditional and contemporary theories of psychological development. Each theory will be examined from a multicultural perspective. Students who intend to work in mental health, or PreK-12 settings, and who may also be seeking licensure as either an LMHC, School Social Worker/School Adjustment Counselor or School Counselor, will learn how to apply psychological theories of development in assessing client issues and formulate appropriate interventions.

**CNMH 568 – Psychopathology (3 credits)**

*Prerequisite: CNMH 528*

This course will provide an examination of the classification system, diagnostic criteria, and differential diagnosis according to the current *Diagnostic and Statistical Manual of Mental Disorders* (DSM). Attention will be given to issues of diversity, etiology and treatment options.

**CNMH 569 - Crisis/Disaster Counseling (1.5 credits)**

This is a foundations course which consists of interactive discussions and group activities designed to support participants learning key concepts, knowledge and skills required in crisis and disaster mental health work. Students will learn the American Red Cross, Foundations of Disaster Mental Health ARC 3077-4. The differentiation between traditional counseling and crisis and disaster mental health counseling will be emphasized. Emphasis will be on recognition of the psychological impact of crisis/disasters on survivors. The 1.5 credit course will present an introduction to the field of crisis/disaster mental health work.

**CNMH 570 - Advanced Applied Counseling: Mental Health Counselor (3 credits)**

*Prerequisite: CNGC 520, which may be taken concurrently (for students admitted after 5/1/06); and CNGC 529 and CNMH 528; and CNGC 538, which may be taken concurrently; and CNMH 534 and CNMH 535 and CNMH 568; and a practicum application approved by the director of fieldwork*

This course will include a minimum of 100 hours of field experience and is designed to provide the advanced counseling student who intends to work in mental health or PreK-12 settings and who is seeking licensure as a LMHC or school social worker/school adjustment counselor, with an opportunity to further examine and effectively apply counseling theory into practice and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of mental health counselor. Emphasis will be placed upon the application of counseling techniques to clients over the lifespan and the further refinement of the counseling student's individual counseling style and increased self-awareness. Maximum use of clinical supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology, context and ethics/professionalism will be integrated throughout this course. Students must submit an internship application by the first week of April for summer and fall semesters or by November for spring semester.

**CNMH 571 - Internship: Mental Health Counselor (3-12 credits)**

*Prerequisite: CNGC 563, which may be taken concurrently; and CNMH 536, which may be taken concurrently; and CNMH 540, which may be taken concurrently; and CNMH 570 or CNMH 580; and a fieldwork application approved by the director of fieldwork*



This variable-credit fieldwork experience is for the advanced counseling graduate student seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC) and/or a School Social Worker/School Adjustment Counselor. Students seeking licensure as a Licensed Mental Health Counselor (LMHC) must complete a minimum of 600 hours of fieldwork at a mental health site. Students pursuing an LMHC and a license as a School Social Worker/School Adjustment Counselor must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based mental health site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits; 40 hours per week/600 total hours = 12 credits. The 40 hours per week/600 total hours/12-credit semester option is not available when interning at an educational site. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two seminars. Students must submit an application by the first week of April for the summer and fall semesters or by November for the spring semester. All fieldwork sites must conform to the current licensing regulations including having an approved on-site supervisor as defined by the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR). This experience may be repeated up to five times for a maximum total of 18 credits.

#### **CNMH 580 - Advanced Applied Counseling: Mental Health Counselor - Dual License (3 credits)**

*Prerequisite:* CNGC 520, which may be taken concurrently (for students admitted after 5/1/06); and CNGC 529 and CNMH 528; and CNGC 538, which may be taken concurrently; and CNMH 534 and CNMH 535 and CNMH 568; and a practicum application approved by the director of fieldwork

This course will include a minimum of 100 hours of field experience and is designed to provide the advanced counseling student who intends to work in mental health or PreK-12 settings, and who is seeking license as a Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor, with an opportunity to further examine and effectively apply counseling theory into practice and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of mental health counselor in an educational setting. Emphasis will be placed upon the application of counseling techniques to clients and the further refinement of the counseling student's individual counseling style and increased self-awareness. Maximum use of clinical supervision, audio/video tape, role play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology, context and ethics/professionalism will be integrated throughout this course. Students must submit an internship application by the first week of April for summer and fall semesters or by November for spring semester.

#### **CNMH 582 - Internship: Mental Health Counselor - Dual License (3-9 credits)**

*Prerequisite:* CNMH 536, which may be taken concurrently; and CNGC 563, which may be taken concurrently; and CNMH 540, which may be taken concurrently; and CNMH 570 or CNMH 580; and a fieldwork application approved by the director of fieldwork

This variable-credit fieldwork experience is for the advanced counseling graduate student who is seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC) and a School Social Worker/School Adjustment Counselor. Students pursuing dual licensure must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based mental health site. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two seminars over their 900 total hours/18 credits of fieldwork experience. Students must submit an application by the first week of April for the summer and fall semesters or by November for the spring semester. All fieldwork sites must conform to the current licensing regulations including having an approved on-site supervisor as defined by both the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR) and the Massachusetts Department of Elementary and Secondary Education for a School Social Worker/School Adjustment Counselor. This experience may be repeated up to two times for a maximum total of nine credits.

#### **CNMH 589 - Trauma: Diagnosis and Treatment (3 credits)**

*Prerequisite:* CNMH 528

Trauma will be examined via the DSM criteria as a foundation on which to expand one's understanding of its all encompassing effects on an individual's life. Some of the variables considered which affect the manifestation of the traumatic experience are the following; developmental stage, psychobiological adaptation, culture, time of seeking treatment, and family. Coping behaviors with adverse consequences such as alcohol and drug use, eating disorders and co-occurring disorders such as panic attacks, dissociation, and depression will be discussed. Suicide risk assessment techniques will be practiced via role plays. Empirically based treatments will be presented for example; Cognitive Processing Therapy (CPT), Eye Movement Desensitization and Reprocessing (EMDR), prolonged exposure, Critical Incident Stress Debriefing (CISD), and play therapy.

#### **CNMH 671 - CAGS Internship: Mental Health Counselor (3-12 credits)**

*Prerequisite:* CNMH 536, which may be taken concurrently; and CNGC 538; and CNGC 563, which may be taken concurrently; and CNMH 540, which may be taken concurrently; and CNMH 570; and a fieldwork application approved by the director of fieldwork

This variable-credit fieldwork experience is for the advanced CAGS in Mental Health Counseling student seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC). Students may work 10-40 hours per 15-week semester and will register for three



credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum total of two seminars. Students must submit an application by the first week of April for the fall semester internship or by November for the spring semester internship. All fieldwork sites must conform to the current licensing regulations including having an approved on-site supervisor as defined by the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR). This experience may be repeated up to five times for a maximum of 18 credits.

## Counseling - Mental Health: Other Approved Courses

### **CNMH 572 - Internship II: Mental Health Counselor (6 credits)**

*Prerequisite: Successful completion of CNMH 571 and a fieldwork application approved by the Counseling Programs Committee*

This third level fieldwork experience is for the advanced counseling intern seeking a license as a Mental Health Counselor (LMHC) in Massachusetts. Students must complete a minimum of 300 hours of fieldwork at an approved mental health fieldwork site.

### **CNMH 573 - Internship III: Mental Health Counselor (6 credits)**

*Prerequisite: Successful completion of CNMH 572 and a fieldwork application approved by the Counseling Programs Committee*

This third level fieldwork experience is for the advanced counseling intern seeking a license as a Mental health Counselor (LMHC) in Massachusetts. Students must complete a minimum of 300 hours of fieldwork at an approved mental health fieldwork site.

### **CNMH 583 - Internship III: Mental Health Counselor School Based**

### **CNMH 672 - Internship II: Mental Health Counselor**

## ■ COUNSELING - SCHOOL

### **CNSC 515 - Ethical and Legal Issues for the School Counselor (3 credits)**

This course will provide school counselors with a comprehensive examination of pertinent ethical issues and laws. A brief overview of the judicial system covering federal, state, and district policies will be covered as it pertains to school counselors. Course topics will include individual and institutional rights and responsibilities, communication privileges, malpractice liability, Americans with Disabilities Act, due process, IDEA, FERPA, 504, standards of practice, and ethical codes of the American School Counselor Association and the American Counselor Association. (Formerly CNSG 515)

### **CNSC 516 - Foundations in School Counseling (3 credits)**

*Prerequisite: CNCG 500 and admission to the Department of Counselor Education; or consent of instructor*

The course is intended to provide students with an understanding of the theory and practice of school counseling specific to K-12 school settings. This course will seek to increase awareness of the framework and rationale for a comprehensive school counseling program as delineated by the ASCA National Model as well as the MASCA Model and MA DESE competencies. Students will examine the missions, domains, goals and standards/competencies as they relate to the delivery system in the school context. In addition, students will examine delivery systems by evaluating counseling curriculums, individual student planning, responsive services, system reports and accountability. (Formerly CNSG 516)

### **CNSC 523 - The School Counselor: Psychological Development and Clinical Issues (3 credits)**

*Prerequisite: CNSC 528, which may be taken concurrently; and matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

This course is an examination of child and adolescent psychological development as well as the clinical issues encountered in today's school settings. In this course, students will examine psychological theories of development, developmental issues and crises, and learn a basic understanding of the DSM classification system and symptoms of psychopathology specific to the delivery of services as delineated in the ASCA and MASCA Models. (Formerly CNSG 523)

### **CNSC 524 - Applied School Counseling (3 credits)**

*Prerequisite: CNSC 528; and CNSC 516, which may be taken concurrently; and matriculation in the M.Ed. or Postmaster's School Counseling program*

This course is designed to teach basic counseling and delivery skills to the School Counselor working in K-12 educational settings. Students will utilize a developmental framework to employ counseling skills in the delivery of guidance curriculums, individual planning, responsive services and system support. Students will continue to learn how to integrate professional ethics, legal standards, technology, developmental theories and multicultural competencies in the practice of school counseling. (Formerly CNSG 524)

**CNSC 526 - Consultation and Collaboration for School Counselors (3 credits)**

*Prerequisite: CNSC 516, which may be taken concurrently*

This course is intended to provide students with an understanding of the theory and practice of consultation specific to school counselors within the K-12 school settings. This course will provide students with a framework for implementing consultation and collaboration models, as well as understanding the facilitation factors necessary in any type of school consultation. Consultation theory, consultation/collaboration methods and current research regarding the delivery of indirect (consultation) services will be addressed in the context of working with a variety of constituencies. Students will learn how to use consultation and collaboration models to assist school counselors when working with individual, group, and programmatic assessment of growth, and developing intervention strategies as part of the ASCA delivery systems in the schools. (Formerly CNSG 526)

**CNSC 527 - Special Education Issues for School Counselors (3 credits)**

*Prerequisite: CNSC 516*

This course is designed to facilitate a deeper understanding of the responsibilities and legal obligations of the professional school counselor as it relates to special education students and connects to practical application in the PreK-12 schools. Participants will experience structured theoretical and applied instruction in special education issues including, but not limited to, special education history, terminology and disability categories, the assessment and referral process, process and services K-college, legal and ethical considerations, amplification needs of students with disabilities as it relates to the American School Counselor Domains, understanding and integration of the MA Model for Comprehensive School Counseling program, and partnering with the parents of students with disabilities.

**CNSC 528 - Counseling Theories and Techniques for School Counselors (3 credits)**

This course will introduce the School Counseling student to the major counseling theories and will infuse practical applications of the techniques and skills associated with each theory. These theories will be examined with respect to their overall worldview and practice in the context of school settings. In addition to theories, a secondary course emphasis will be on counselor self-reflection and self-awareness as well as working with individual clients. Additional areas that will be infused in the course include: culture and other contextual factors, diversity in a broad context, ecological systems, ethical considerations and prevention strategies.

**CNSC 560 - Special Topics in School Counseling (1-3 credits)**

This variable-credit course provides students with an opportunity for in-depth exploration of a current topic in school counseling. Relevant theory will be discussed, as well as concerns related to multiculturalism and diversity, technology and ethical issues. This course may be repeated for different topics. (Formerly CNSG 560)

**CNSC 563 - Internship: School Counselor (5-12) (3-9 credits)**

*Prerequisite: CNSC 523 and CNSC 580 and an internship application approved by the director of fieldwork*

This variable credit fieldwork experience is for students who are employed in the role of a 5-12 school counselor. Students pursuing a license as a school counselor must complete a minimum of 600 hours of fieldwork over at least two semesters at an educational site. Students may work 10-30 hours per 15 week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits. (Formerly CNSG 563)

**CNSC 570 - Advanced Applied Counseling – School Counselor: (PreK-8) (3 credits)**

*Prerequisite: MEd candidates: CNGC 520, which may be taken concurrently; CNGC 529 and CNSC 528; and CNGC 538, which may be taken concurrently; and CNSC 516 and CNSC 524 and CNSC 527, which may be taken concurrently; and a pre-practicum application approved by the director of fieldwork. Postmaster's candidates: successful completion of all required postmaster's courses; and a fieldwork application approved by the director of fieldwork and consent of department*

This course will include a minimum of 100 hours of field experience at an elementary or middle school setting and is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice and demonstrate this ability during the pre-practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the pre-adolescent population and the further refinement of a student's personal counseling style and self-awareness. Maximum use of clinical supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context will be integrated throughout this course. (Formerly CNSG 570)

**CNSC 571 - Practicum: School Counselor (PreK-8) (3-9 credits)**

*Prerequisite: CNSC 515 and CNSC 523 and CNSC 526 and CNSC 570; and a practicum application approved by the director of fieldwork*

This variable credit fieldwork experience is for the advanced master's counseling graduate student who is seeking a license as a school

counselor (PreK-8) in Massachusetts. Students pursuing a license as a school counselor must complete a minimum of 600 hours of fieldwork over at least two semesters and at most four semesters at an educational site. Students will register for three credits for each 150 hours of fieldwork they will complete that semester. While completing fieldwork hours, students must attend the accompanying fieldwork seminar class in conjunction with completing their fieldwork hours. The seminar meetings will serve to provide group supervision as well as integrate knowledge and assist with application of theory to practice. Students must submit a completed fieldwork application; see counselor education student handbook. This experience may be repeated for a total of 12 credits. (Formerly CNSG 571)

#### **CNSC 580 - Advanced Applied Counseling – School Counselor: (5-12) (3 credits)**

*Prerequisite: MEd candidates: CNGC 520, which may be taken concurrently; and CNGC 529 and CNSC 528; and CNGC 538, which may be taken concurrently; and CNSC 516 and CNSC 524 and CNSC 527, which may be taken concurrently; and a pre-practicum application approved by the director of fieldwork. Postmaster's candidates: successful completion of all required postmaster's courses; and a fieldwork application approved by the director of fieldwork and consent of department*

This course will include a minimum of 100 hours of field experience at a middle school or high school setting and is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice and demonstrate this ability during the required pre-practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the adolescent population and the further refinement of a student's personal counseling style and self-awareness. Maximum use of clinical supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context, will be integrated throughout this course. (Formerly CNSG 580)

#### **CNSC 581 - Practicum: School Counselor (5-12) (3-9 credits)**

*Prerequisite: CNSC 515 and CNSC 523 and CNSC 526 and CNSC 580; and a practicum application approved by the director of fieldwork*

This variable credit fieldwork experience is for the advanced master's counseling graduate student who is seeking a license as a school counselor (5-12) in Massachusetts. Students pursuing a license as a school counselor must complete a minimum of 600 hours of fieldwork over at least two semesters and at most four semesters at an educational site. Students will register for three credits for each 150 hours of fieldwork they will complete that semester. While completing fieldwork hours, students must attend the accompanying fieldwork seminar class in conjunction with completing their fieldwork hours. The seminar meetings will serve to provide group supervision as well as integrate knowledge and assist with application of theory to practice. Students must submit a completed fieldwork application; see counselor education student handbook. This experience may be repeated for a total of 12 credits. (Formerly CNSC 581)

#### **CNSC 671 - Practicum in School Counseling for Postmaster's (PreK-8) (3-9 credits)**

*Prerequisite: CNSC 580 and a practicum application approved by the director of fieldwork and training*

This variable credit fieldwork experience is for the advanced post-master's counseling graduate student who is seeking a license as a school counselor (PreK-8) in Massachusetts. Students pursuing a license as a school counselor must complete a minimum of 450 hours of fieldwork over at least one semester and at most three semesters at an educational site. Students will register for three credits for each 150 hours of fieldwork they will complete that semester. While completing fieldwork hours, students must attend the accompanying fieldwork seminar class in conjunction with completing their fieldwork hours. The seminar meetings will serve to provide group supervision as well as integrate knowledge and assist with application of theory to practice. Students must submit a completed fieldwork application; see counselor education student handbook. This experience may be repeated for a total of nine credits.

#### **CNSC 681 - Practicum in School Counseling for Postmaster's (5-12) (3-9 credits)**

*Prerequisite: CNSC 570 and a practicum application approved by the director of fieldwork and training*

This variable credit fieldwork experience is for the advanced post-master's counseling graduate student who is seeking a license as a school counselor (5-12) in Massachusetts. Students pursuing a license as a school counselor must complete a minimum of 450 hours of fieldwork over at least one semester and at most three semesters at an educational site. Students will register for three credits for each 150 hours of fieldwork they will complete that semester. While completing fieldwork hours, students must attend the accompanying fieldwork seminar class in conjunction with completing their fieldwork hours. The seminar meetings will serve to provide group supervision as well as integrate knowledge and assist with application of theory to practice. Students must submit a completed fieldwork application; see counselor education student handbook. This experience may be repeated for a total of nine credits.

### **Counseling - School: Other Approved Courses**

**CNSC 561 - Internship: School Counselor (PreK-8)**

**CNSC 562 - Internship II: School Guidance Counselor (PreK-8)**

**CNSC 564 - Internship II: School Guidance Counselor (5-12)**

**CNSC 572 - Practicum II: School Guidance Counselor (PreK-8)**

**CNSC 582 - Practicum II: School Guidance Counselor (5-12)**

**CNSC 605 - Orientation to Capstone Experience (1 credit)**

*Prerequisite: Admission to CAGS in School Counseling Program*

This orientation course provides students at the beginning of their CAGS program with the knowledge to begin work on the capstone portfolio, which is completed at the end of their program. This two-part course is a capstone experience for graduating CAGS students in school counseling to develop a portfolio that synthesizes and demonstrates mastery in the competencies critical to the functioning of the professional counselor. This orientation course is designed to produce a portfolio that crosses and integrates theoretical domains and experience with fabrics related to the effective practice of counseling. This eclectic portfolio will include various projects such as writing, research technology, publications, presentations at conferences or other similar professional activities. *(Formerly CNSG 605)*

#### **CNSC 607 - Capstone Experience (2 credits)**

*Prerequisite: Admission to CAGS in School Counseling Program and completion of all courses in the CAGS Program*

This course is designed to actualize the student's original capstone plan in conjunction with course work and experience that culminate in a portfolio. The course is a capstone experience for graduating CAGS students in the school counseling program. The focus is to develop a portfolio that synthesizes and demonstrates mastery in the competencies critical to the functioning of the professional counselor. The capstone experience is designed to produce a portfolio that crosses and integrates theoretical domains and experience with fabrics related to the effective practice of counseling. This eclectic portfolio will include various projects such as writing, research technology, publications, presentations at conferences or other similar professional activities. *(Formerly CNSG 607)*

#### **CNSC 615 - Legal and Ethical Issues for the School Counselor (3 credits)**

This advanced level course will provide school counselors with a comprehensive examination of pertinent ethical issues, standards, and laws. A brief overview of the judicial system – both federal and Massachusetts state policies – will be covered as it pertains to the work of school counselors. Course topics will include individual and institutional rights and responsibilities, communication privileges, malpractice liability, Americans with Disabilities Act, due process, IDEA, standards of practice and the ethical codes of school counselors and the American Counselor Association. *(Formerly CNSG 615)*

### ■ **COUNSELING - STUDENT AFFAIRS**

#### **CNSA 510 - Student Development Theory in Higher Education (3 credits)**

This course is an introduction to student development theory and related developmental issues encountered by students in higher education settings. This course will cover developmental issues, such as racial, sexual, gender, cognitive, ethical and emotional identity development. Students will learn how to apply developmental theories to direct student affairs practice. Basic concepts, philosophies and current models, practices and issues in the field will be studied. *(Formerly CNSA 551)*

#### **CNSA 515 - Foundations in Higher Education Counseling for Student Affairs Practice (3 credits)**

This course is designed to provide students with an overview of the student affairs profession, its historical foundations, and its roles and functions. The course will address the college and university settings where the profession is practiced, as well as the skills and competencies needed by practitioners to address student development issues. The course will explore the relationship between academic and student affairs and the importance of applying student development theory to practical applications with college students. Students will be exposed to current issues regarding student affairs in higher education. Topics covered in the course include (but are not limited to) institutional mission, organization and administrative models in higher education, training and supervision of staff, program planning and ethical and legal issues in higher education, fiscal and budget management, and good practice in student affairs. *(Formerly CNSA 523)*

#### **CNSA 520 - Ethical, Legal and Professional Issues in Student Affairs (3 credits)**

This course is designed to provide students with an in-depth exploration of ethical, legal and professional issues relating to student affairs practice, including but not limited to confidentiality, student privacy, contracts, technology/the Internet, boundaries and dual/multiple relationships, record keeping, supervision of paraprofessional undergraduate/graduate student staff, mental health issues of college students and professional practice in student affairs. Students will acquire knowledge on ethical reflection and the core ethical principles in student affairs practice. Students will also learn models that infuse multicultural and diversity issues throughout the ethical decision-making process. Students will gain awareness on how legal issues impact student affairs practice and policy development. Students will learn how to manage organizations and structures within student affairs and higher education, and foster collaborative approaches with key campus constituents and administrators.

#### **CNSA 525 - Student Affairs Administration (3 credits)**

This course is designed to provide students with an overview of student affairs and higher education administration practice. The course will address the various administrative functions for student affairs administrators, such as fiscal and budget management, organizational development, supervision, training, and evaluation of graduate and paraprofessional staff, program planning, needs assessment, fostering partnerships between academic and student affairs, and ways to integrate student development theory into administration policy and development. Students will discuss ways that administrative decision-making impacts student well-being and campus environments and how policies and procedures are created.



**CNSA 528 - Counseling Theories and Techniques for Student Affairs Counseling (3 credits)**

This course will introduce the Student Affairs student to the major counseling theories and will infuse practical application of the techniques and skills associated with each theory. These theories will be examined with respect to their overall worldview and practice in the context of Student Affairs. In addition to theories, a secondary course emphasis will be counselor self-reflection and self-awareness as well as working with individual clients. Additional areas that will be infused in the course include: culture and other contextual factors, diversity in a broad context, ecological systems, ethical considerations and prevention strategies.

**CNSA 530 - Helping Skills for Student Affairs Professionals (3 credits)**

This course is designed to acquaint students with the counseling skills, interventions and techniques that are used within a student affairs setting. Through lectures, discussions, role-plays, demonstrations and videotaped vignettes, students will develop the skills and the conceptual frameworks that are necessary for effective counseling with college students. Students will learn basic crisis intervention strategies in order to effectively respond to a variety of mental health-related issues on campus. Students will discuss appropriate referral procedures and ways to foster critical collaborative relationships with institutional and community resources. Professional ethics, legal standards, technology, developmental theories and multicultural competencies will be integrated within the practice of counseling in a student affairs capacity.

**CNSA 560 - Special Topics in Student Affairs (1-3 credits)**

This variable credit course provides students with an opportunity for in-depth exploration of a current topic in student affairs. Relevant theory will be discussed, as well as concerns related to multiculturalism and diversity, technology and ethical issues. Students may take this special topics course numerous times with permission of the program director or course instructor.

**CNSA 570 - Advanced Applied Counseling: Student Affairs Counseling (3 credits)**

*Prerequisite: CNGC 520, which may be taken concurrently; and CNSA 528 and CNGC 529 and CNGC 538, which may be taken concurrently; and CNMH 535 or CNSA 530 (only CNSA 530 if admitted after 5/1/06); and CNSA 510 and CNSA 520 and CNSA 523; and a practicum application approved by the director of fieldwork*

This course includes a minimum of 150 hours of field experience and is designed to provide the advanced student affairs counseling student with an opportunity to further examine and effectively apply counseling and student development theory to practice, and demonstrate this ability during the required practicum experience. Students will actively work with college students/clients in the role of counselor under the direct supervision of a student affairs professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the adolescent/adult population and the further refinement of a student's individual counseling style and self-awareness. Maximum use of clinical supervision, audio/video tape, role play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, student development, technology and context will be integrated throughout this course. (Formerly CNHE 570)

**CNSA 571 - Internship: Student Affairs Counselor (3-12 credits)**

*Prerequisite: CNSA 570 and an internship application approved by the director of fieldwork*

This variable credit fieldwork experience is for the Student Affairs student seeking experience in various higher education settings. Students must complete a minimum total of 600 hours at an approved higher education site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits; 40 hours per week/600 total hours = 12 credits. The 40 hours per week/600 total hours/12-credit semester option is only available if the student is interning at a minimum of two different functional student affairs settings/departments. Students must submit an application by April for the fall semester or by November for the spring semester. (Formerly CNHE 572)

## **Counseling - Student Affairs: Other Approved Courses**

**CNSA 572 - Internship II: Student Affairs Counselor**

- **CRIMINAL JUSTICE**

**CRJU 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the

core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**CRJU 201 - Introduction to Criminal Justice (3 credits)**

This course provides an overview of the American criminal justice system, including the development and structure of the system. It surveys the roles and relationships among the key actors in the system, including police, courts, juries, prosecutors and corrections agencies and institutions. The course also examines the relations between society, crime and the criminal justice system. *Offered both semesters.*

**CRJU 202 - Introduction to Crime Theory (3 credits)**

This course provides an overview of the theoretical frameworks for explaining criminal behavior. Each of the major criminological paradigms – biological, psychological, environmental, social, political, economic and integrated theories – will be discussed. The historical, political and social context in which these theories emerged and the policy implications of the theories will also be presented. The class will focus on each theory's major tenets, its social context, and critiques of its assumptions and reasoning.

**CRJU 213 - The Juvenile Justice System (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202, both may be taken concurrently*

The primary focus of this course is to understand the purpose, organization and function of the juvenile justice system. This course also examines the evolution of the juvenile justice system -- its philosophy, aims, objectives and dilemmas.

**CRJU 227 - Deviance and Social Control (3 credits) Cross Listed with SOCI 227**

*Prerequisite: SOCI 102 and CRJU 201; or consent of instructor*

This course examines deviant acts with an eye toward understanding social order and change. Topics covered include the types and causes of deviance, the social conditions and elements of deviant acts, and the effects of deviance and mechanisms for prevention, punishing and rehabilitating deviant individuals and groups. *(Formerly CRJU/SOCI 327)*

**CRJU 241 - Women and Violence (3 credits)**

*Prerequisite: CRJU 201 or consent of instructor*

Within a global perspective that recognizes the myriad and diverse experiences of women, this course examines the continuum of violence that affects women's lives, as victims and/or perpetrators. Framed by cross-cultural analyses of trends and patterns, students investigate how historical, socio-political and economic conditions shape the way women experience and respond to domination and exploitation. Specifically, the course examines violence against women that is differentially racialized, class-based and gendered, as well as how such acts of violence and violation shape a woman's sense of identity. Topics include sexual violence, intimate partner violence, media portrayal of violence against women, women street crime offenders and women in prison. (CMCL; CSOC; CWRT)

**CRJU 255 - Juvenile Delinquency (3 credits) Cross Listed with SOCI 255**

*Prerequisite: SOCI 102 or CRJU 201; or consent of instructor*

This course includes the analysis of the nature and types of juvenile behavior that violates law; the mechanisms of defining such behavior as delinquent; and the relationship between delinquency and the social situations of juvenile offenders. *Offered fall semester. (Formerly CRJU/SOCI 355)*

**CRJU 271 - Crime Victims and the Political Process (3 credits)**

The goal of this course is to expand and evaluate students' knowledge of how crime victims influence criminal justice policy. Students will gain knowledge by exploring if, how and when crime victims affect legislators' view on crime. The course examines the media's role in promoting a victim's view and the impact on crime policy. The role of victims' rights groups and their political goals, methods and efficacy will also be examined. The role of race, class and gender in crime victims' access to legislators and media outlets will also be discussed. Students will complete the course with a critical and analytical view of the growing and unchallenged influence of crime victims in policymaking.

**CRJU 290 - Mental Health in the Criminal Justice System (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202*

This course provides an in-depth look at mental health in the criminal justice system. The social construction of mental illness is analyzed both historically and currently to better understand the treatment of the mentally ill in institutions. Specifically, this course discusses the criminalization of individuals with mental illnesses, the process of deinstitutionalization, law enforcement responses to the mentally ill, applicable legal issues, mental health in jail and prison, and re-entry for individuals with mental health issues. (CMCL; CSOC; CWRT)

**CRJU 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*



Second Year Seminars (SYS) are speaking- intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**CRJU 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**CRJU 323 - Comparative Legal Systems in a Global Context (3 credits)**

*Prerequisite:* CRJU 201

This course provides students with an understanding of the fundamental principles and practices of non-U.S. legal systems. The course will assess historical legacies, along with origins of law and the development of key legal institutions. The intent is to foster greater comprehension of different legal systems in an interdependent world. The course will begin by examining legal systems with Western qualities, followed by an examination of legal systems not constructed on Western suppositions. Comparisons will be cross-national, and will be informed by increased knowledge of non-U.S. legal systems. *Offered alternate years, fall semester.* (CGCL)

**CRJU 324 - Law, Justice and Society (3 credits)**

*Prerequisite:* CRJU 201

This course explores the relationship between the social forces (economic, demographic, political, religious and technological) that shape legal systems, and the way that legal systems, in turn, shape social reality. Historical and contemporary interdisciplinary theories will be examined as to their usefulness in understanding the relationships between law, justice and society. Particular attention will be given to issues of social control, legitimacy, deviance, justice, the workings of the legal profession and how public truth is constructed. *Offered alternate years, spring semester.*

**CRJU 325 - Political Theory and the Justice System (3 credits)**

*Prerequisite:* CRJU 201

This course focuses on the dynamics of political forces and the role they play in the management of crime and justice in the United States. Political theories and perspectives are examined, compared, and contrasted within the context of justice system practices, policies and outcomes. *Offered alternate years.*

**CRJU 331 - Police, Community and Society (3 credits)**

*Prerequisite:* CRJU 201

This course examines the current issues and themes relating to the police and their role in communities and in society. Topics covered will include the organizational structure of police departments, police problems and issues affecting society at large, new theories of the effects of policing on crime, and the effectiveness of community policing. *Offered both semesters.*

**CRJU 332 - History of Policing in America (3 credits)**

*Prerequisite:* CRJU 331 or consent of instructor

This course examines the historical development of policing in the United States and the relationship between past police practices and their modern counterparts (e.g., organization structures, police subculture issues and police-community relations). By examining the history of policing and how it functioned, students will develop a more informed perspective regarding this vital component of the criminal justice system. *Offered alternate years.*

**CRJU 334 - White Collar Crime (3 credits) Cross Listed with SOCI 334**

*Prerequisite:* SOCI 102 and SOCI 300; or CRJU 201; or consent of instructor

Broadening the definition of crime, this course will study the behavioral systems involved in the commission of white collar crimes in complex structures, such as government bureaucracies, multi-national corporations and underground systems. The modern institutional factors -- political and social -- permitting or restricting the commission of such crimes will be investigated. Specifically, the performance of the criminal justice system will be examined. *Offered spring semester.*

**CRJU 335 - Criminal Law and the Courts (3 credits)**

*Prerequisite: CRJU 201*

This course examines the development of American criminal law and the criminal court system. The purposes, structure, functions and effects of the legal system will be studied. Key principles for determining criminal liability and limits of liability, by means of justification and excuse, are studied. Among the crimes to be addressed are homicide, sexual assault, drugs and crimes against property, public order and morals. The course will also examine the roles of central actors and the decision-making process in criminal courts. It also explores the impact of social inequality on the structure and operation of criminal courts and considers prospects for reforming criminal courts.

**CRJU 339 - Violence, Guns and Society (3 credits) Cross Listed with SOCI 339**

*Prerequisite: SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor*

This course focuses on guns and lethal violence in society. Drawing on both criminal justice and sociological theory and research, it examines the causes and consequences of lethal violence with special attention to the role of firearms. Topics covered include the definitions and causes of violence, the extent to which guns intensify violence, guns and lethal violence, in comparative perspective, the American gun culture, the Second Amendment, the politics of gun control, the legal regulation of guns, the relationships between gun prevalence and gun violence, and the costs of gun violence. *Offered every third year.*

**CRJU 346 - Criminal Procedure (3 credits)**

*Prerequisite: CRJU 201*

This course offers a comprehensive view of the historical development of criminal procedure and how it defines standards of liberty for ordinary citizens as well as criminal defendants. In addition, this course focuses on the ideological changes that manifest in court opinion, the implicit, or at times explicit, relationship between politics, partisanship and court behavior. The role of the court as a solver of crime problems is also considered. (CWRT)

**CRJU 347 - Restorative Justice (3 credits)**

*Prerequisite: CRJU 201 or consent of instructor*

This course explores the philosophy of restorative justice, which includes a global set of indigenous peacemaking practices. Restorative justice emphasizes forgiveness, redemption, offender reintegration through community involvement, offender accountability and victim-offender mediation. (CGCL; CMCL; CSOC; CWRT)

**CRJU 350 - Behind the Walls: Crime and Justice (3 credits)**

*Prerequisite: CRJU 201 and consent of instructor*

This course is an opportunity for students to exchange ideas and perceptions of crime and justice with an incarcerated population. The topics discussed each semester may vary. Through dialog and writing assignments, theoretical knowledge and lived experience will be interwoven to gain a deeper understanding of crime and the criminal justice system. This course follows the Inside-Out Prison Exchange Program model of teaching and is taught inside the prison walls. This course may be repeated for a maximum of six credits. *Offered either semester.* (CMCL; CSOC; CWRT)

**CRJU 352 - Urban Crime (3 credits) Cross Listed with SOCI 352**

*Prerequisite: SOCI 102 and SOCI 300; or CRJU 201; or consent of instructor*

This course examines urban and neighborhood crime. In addition to surveying theories of urban crime, disorder, and unrest, it examines responses to urban crime, including community policing, order maintenance policing, crime prevention through environmental design, and programs to ameliorate the deeper causes of crime. The course examines the effects of inequality, racial and ethnic discrimination, substance abuse and gun violence on urban crime. Another topic covered is the drop in urban crime rates during the 1990s. *Offered alternate years.*

**CRJU 354 – Corrections (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202*

This course is an analysis of the social and organizational structures and processes involved in dealing with individuals who have been designated as offenders of criminal law. The correctional system includes community-based corrections, institutional corrections, and issues of supervision, rehabilitation, aftercare and offender re-entry. (Formerly SOCI 354)

**CRJU 358 - Race, Class, Crime and Justice (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202*

This course examines the effects of class and race on justice outcomes. Historical and contemporary practices of the system are evaluated for disparate or discriminatory patterns. *Offered once yearly.* (CMCL)

**CRJU 359 - Technology and Crime Control (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202 and six additional credits in criminal justice courses*

This course examines how changes in technology create new forms of crime, as well as modes of apprehension, detection and prevention.

Additionally, the course will examine the “outsourcing” of surveillance by the states and the federal government to private corporate data miners. *Offered alternate years.*

**CRJU 369 - Gender, Crime and Justice (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202; or consent of instructor*

This interdisciplinary course will explore how females experience crime, justice, and the criminal justice system differently than do males. Through a comparative historical lens, we will explore legal, philosophical, psychological, sociological and political perspectives on crime and justice. This course will use a gendered perspective in examining the roots of violence against women in our society, specifically addressing femicide, intimate partner violence, and sexual assault. We will then examine the difference between women and men as offenders, including theories of offending, agency and types of offenses committed. Particular emphasis will be given to incarceration alternatives, including restorative justice programs. (CMCL; CSOC; CWRT)

**CRJU 371 - Sex Crimes (3 credits)**

*Prerequisite: CRJU 201*

This course explores the historical evolution of sex crimes. Topics include the age of consent, prostitution, anti-sodomy laws, stranger rape, date rape and sex-offender registration. The course will also examine the impact of sexual assault on victims and offenders, as well as the criminal justice system's response and the role of policymakers and advocacy groups in the formulation and enforcement of sex crime laws.

**CRJU 372 - Terrorism and Civil Liberties (3 credits)**

*Prerequisite: CRJU 201*

The focus of this course is the ongoing conflict between preventing terrorism and compromising constitutional freedoms. This course will examine the enhanced powers of police agencies and federal prosecutors. Students will survey the effects of these new powers, particularly with regard to changes in due process standards and evidentiary requirements. Students will also be provided with historical examples of previous national security efforts to protect the public.

**CRJU 381 - Privatization in Criminal Justice (3 credits)**

*Prerequisite: CRJU 201*

This course will examine the many controversies around the reemergence of private prisons as well as the explosive growth of private police in the United States. *Offered alternate years.*

**CRJU 385 – Victimology (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202*

This course involves the study of victimization by drawing on scientific and other literature that analyzes these experiences, impacts and consequences on crime victims, justice system policies and practices, and the law.

**CRJU 388 - Hate Crime (3 credits)**

*Prerequisite: CRJU 201 and CRJU 410*

Crime that is committed as a result of bigotry is commonly referred to as hate crime. This course examines the political and social significance of these crime events. In addition, this course reviews theories of prejudice, the role of youth subcultures in the development of the neo-Nazi skinhead movement, typologies of hate groups, motives, hate crime victimology, recruitment strategies of hate groups, hate speech and correctional responses.

**CRJU 399 - Special Topics in Criminal Justice (3 credits)**

*Prerequisite: Dependent on topic*

Various special topics of current interest in criminal justice will be offered from time to time. Topics will be announced before registration. May be taken more than once but only three credits will be counted toward the first 30 hours in the criminal justice major.

**CRJU 404 - Media, Justice and Crime (3 credits)**

*Prerequisite: CRJU 201 and an additional three-credit criminal justice course*

This course is a survey of how various media institutions (newspapers, magazines, talk radio, network television, cable, film and Internet-based products) and formats (news, entertainment and infotainment) shape the representation and public perception of dangerousness, criminality, police activity and ultimately, the direction of contemporary social policy. *Offered alternate years, spring semester.*

**CRJU 406 - Ethics and the Criminal Justice System (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202*

This course examines a wide range of ethical and moral issues in the field of criminal justice. Topics covered include the use of harm to prevent harm, the use of discretionary decision-making, prediction problems and moral dilemmas that confront various justice agents, e.g., police, prosecutors, defense attorneys and correctional officers. Teleological and deontological ethical systems are examined and used to measure the moral worth of practitioner actions in the criminal justice system. *Offered once a year.*

**CRJU 410 - Applied Crime Theory in Criminal justice (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202*

This course utilizes an applied approach in examining theories of crime causation in light of criminal justice aims. The criminal justice system responds to crime and criminals based on explicit and implicit theories of causation. Recognizing this process, criminal justice majors will learn theory and theory validity of examining criminal justice and related interventions. (CWRM)

**CRJU 415 - Police Culture (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202*

This course will introduce students to the study of the organizational culture of law enforcement. Specifically, students will encounter a rich, diverse and burgeoning literature on police culture, as they read a number of first-person accounts drawn from ethnographic fieldwork. They will explore vexing and contentious issues such as the misuse of force, official corruption and the militarization of policing in the 21<sup>st</sup> century.

**CRJU 420 - Advanced Research Methods in Criminal Justice (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202 and CRJU 287 and CRJU 410*

This is an advanced course in criminal justice research, designed to develop students' ability to construct and analyze quantitative or qualitative research. The course introduces a variety of research techniques including survey instruments, field research, interviewing, content analysis, sampling strategies, experimental designs, and program evaluation commonly practiced in the field of criminal justice/criminology. Additionally, ethical standards will be emphasized in the practice of preparing IRB (Institutional Review Board) applications.

**CRJU 425 - Comparative Crime and Deviance (3 credits)**

*Prerequisite: CRJU 335 and CRJU 410*

This course examines crime, law and deviance in comparative perspective. Among the topics covered will be the logic of comparative research problems of cross-national data, violent crime, economic and political crime, transnational corporate crime, underdevelopment and crime, social control and conflict resolution, and criminal justice and penal policies. The course also focuses on crime in relation to age, gender, race and class. The comparative materials are used to reflect on problems of crime and the criminal justice system in the United States. *Offered alternate spring semesters.*

**CRJU 427 - Alternative Crime Analysis (3 credits)**

*Prerequisite: CRJU 410, which may be taken concurrently; and CRJU 420; or consent of instructor*

This course introduces students to structured real-time observations of the world of crime and criminal interdiction. Students will learn about the theories, practices and potential pitfalls of field research, from design to application and interpretation. Students will be introduced to the six most commonly employed approaches in qualitative research: narrative research, phenomenology, grounded theory, ethnography, case studies and content analysis. As a final project, students will choose one approach and will design a mock study intended to enhance potential future study of crime and the criminal justice system.

**CRJU 428 - Culture and Crime (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202*

This course examines the impact of what occurs before crimes are ever committed. Students will begin with an exposure to the definitions of culture, its impact on society, and the way(s) in which subcultures shape worldviews and notions of right and wrong. The course will introduce concepts such as resistance, transgression, and seduction as both predictors and explanations of crime within the overarching context of the power relationships experienced by the various cultures co-existing within our society.

**CRJU 430 - Analyzing Criminal Justice Data (3 credits)**

*Prerequisite: CRJU 201 and CRJU 410 and CRJU 420*

This course teaches principles of statistical techniques as applied within criminal justice. By using criminal justice research problems, this course will cover topics including constructing testable research questions, organizing data, applying appropriate statistical tests and interpreting results. This course also teaches student how to evaluate government data, technical reports and empirical studies which summarize criminal justice data. (CQUR)

**CRJU 441 – Homicide (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202 and CRJU 335 and CRJU 410; or consent of instructor*

This course explores key theoretical paradigms, as well as current research related to homicide. Situating homicide in the U.S. within global patterns and historical trends, this class investigates the following phenomena: types of homicide, which include femicide (murder of women), intimate partner homicide, serial murder, hate murder, rampage killings, gang murder and terrorism. The course also addresses the characteristics of homicide victims and offenders, along with identifying factors that contribute to variance in homicide levels and specific types of homicide. Finally, beginning with legal definitions of homicide, the course surveys how the criminal justice system responds to homicide.

**CRJU 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and senior status.*

Completion of all prior departmental requirements and CRJU 420. The Honors Thesis can only be taken as a two-semester thesis. Students must enroll in CRJU 485 in a second consecutive semester after having successfully completed the first semester of CRJU 485. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with honors. This course may be taken twice for a maximum of six credits.

**CRJU 496 - Seminar: Critical Issues in Crime and Justice (3 credits)**

*Prerequisite: Senior standing and CRJU 201 and CRJU 202 and CRJU 331 and CRJU 335 and CRJU 354 and CRJU 406 and CRJU 410 and CRJU 420; and CRJU 430 which may be taken concurrently. Students must have a minimum of 84 earned hours.*

This seminar will examine critical issues related to crime and justice. The focus of the seminar will vary from semester to semester, but it will enable students to synthesize their knowledge and skills in analyzing issues including ethics and criminal justice, racial inequality in the criminal justice system, the efficacy of increasing incarceration rates and societal responses to crime. The seminar will require students to demonstrate: 1) comprehensive knowledge of the field of criminal justice; 2) critical thinking skills applied to criminal justice; 3) effectiveness in oral and written communication; 4) awareness of ethical issues in criminal justice; and 5) knowledge of data sources in criminal justice and the ability to apply criminal justice related information and research.

**CRJU 497 – Research (3 credits)**

*Prerequisite: CRJU 201 and CRJU 202 and CRJU 331 and CRJU 335 and CRJU 354 and CRJU 406 and CRJU 410 and CRJU 420; and CRJU 430 which may be taken concurrently; consent of department; formal application required*

Students will conduct social research using techniques taught in CRJU 420, writing reports of findings as for publication. Experimental survey and content analysis approaches will be used. This course is primarily for criminal justice majors; others by special arrangement.

**CRJU 498 - Internship in Criminal Justice (3-15 credits)**

*Prerequisite: Senior standing and a minimum cumulative GPA of 2.5; consent of the department; formal application required. Students must have a minimum of 84 earned hours.*

The internship provides an opportunity for senior criminal justice majors to gain practical expertise in the field by participating in an off-campus work study experience that complements their academic preparation. In addition to working in their internship setting, students will meet regularly with a faculty supervisor. Students may work in an appropriate local, state or federal agency or private organization. Only three credits of internship may count toward the major in criminal justice. This course may be repeated for a maximum of 15 credits.

*Offered either semester.*

**CRJU 499 - Directed Study in Criminal Justice (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**CRJU 500 - Foundations of Scholarship (3 credits)**

This course provides students with opportunities to better develop the tools needed for scholarly graduate-level research and writing, including critical thinking, analysis and writing. There will be an emphasis on research-based writing, e.g., conducting a literature review, evaluating claims, and planning and drafting papers. This course will also address appropriate documentation and citation methodologies; the utilization of library resources, print and electronic data sources, legal research and computer use. Methods for writing a successful master's thesis will also be incorporated.

**CRJU 501 - Structure and Process of the Criminal Justice System (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course examines the organization of the criminal justice system and explores the nature of relationships among its components. The origins of criminal law, law enforcement agencies, federal and state court systems and corrections are reviewed. In addition, the functions and processes of each essential agency within the criminal justice system are investigated. Students completing this course will gain a solid understanding of the evolution of the modern criminal justice system as it developed from its Western European and British roots.

**CRJU 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of department; formal application required; and CRJU 500, which may be taken concurrently*

Original research is undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**CRJU 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of department; formal application required and CRJU 500, which may be taken concurrently*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the



paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**CRJU 504 - Seminar: Crime, Justice and Society (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This seminar introduces students to crime and justice in American society. It provides an overview of central issues in criminal justice and of the five core areas in criminal justice 1) criminal justice and juvenile justice processes, 2) criminology, 3) law enforcement, 4) law adjudication and 5) corrections.

**CRJU 505 - Applications of Crime Theory (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course utilizes an applied approach in examining fundamental and advanced theories of crime and criminals based on explicit and implicit theories of causation. Recognizing this process, this course focuses on theories and their manifestations of crime and justice programs. Students will learn theory and theory validity by evaluating empirical evidence of program effects.

**CRJU 510 - Research Methods in Criminal Justice (3 credits)**

*Prerequisite: CRJU 500*

This course provides an overview of the research process and research design in relation to crime and criminal justice. Topics covered include the scientific method, operationalizing variables and indicators, ethics and policy in research and various methods of collecting data. Students will design and carry out a research project.

**CRJU 511 - Analyzing Criminal Justice Data (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510*

This course focuses on statistical data analysis in relation to research in crime and criminal justice. Topics covered include the most important data analysis techniques in social and criminal justice research the assumptions underlying various statistical techniques, and how to interpret quantitative data analysis. Students will learn to carry out their own data analysis.

**CRJU 512 - Ethics and Policy in Criminal Justice (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 504 and CRJU 505*

This course provides an overview and analysis of major ethical and policy issues related to crime and criminal justice. Students will examine various ethical issues including those related to policing, the death penalty and criminal courts and law. The course will also cover criminal justice policy.

**CRJU 515 - Criminal Justice Administration (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course draws on research in complex organizations to analyze the structure, functions and operations of criminal justice agencies, including the police, courts and corrections. Students will gain an understanding of administration in criminal justice organizations.

**CRJU 517 - Studies in Crime Prevention: Understanding What Works (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 504 and CRJU 505; or consent of instructor*

This course conducts a comprehensive examination of crime prevention programs in the United States. In addition to the analysis of program features (e.g., assumptions, concepts, process, outcomes, evaluation), students will also review the social and political climates surrounding crime prevention programs. Because these initiatives are wide-ranging and often occur outside of the criminal justice system, students will learn about crime prevention programs based in the following venues: the family, the school, the community, and in job training and placement programs.

**CRJU 518 - Hate Crimes and Hate Groups (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 504 and CRJU 505; or consent of instructor*

This course examines the etiology of hate crime, its characteristics and the social ecology that nurtures its existence and persistence. In addition to focusing on the crime itself, the course analyzes hate groups, the dynamics of the hate movement as well as the processes of recruitment, affiliation and disaffiliation.

**CRJU 520 - Violence, Crime and Society (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course provides an overview of violence and crime in society. The course focuses on the causes of violent crime and examines violence from a variety of disciplinary perspectives.

**CRJU 521 - Domestic Violence (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course provides an overview of the causes of domestic violence and the criminal justice system's response to domestic violence.



Topics covered include psychological, sociological and feminist theories of domestic violence; the nature of domestic violence in a patriarchal society; resources available for victims of domestic violence; and the efficacy of various approaches to reducing domestic violence.

**CRJU 522 - Women and Criminal Justice (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course provides an overview of women and the criminal justice system. Topics covered include women as offenders, victims, and criminal justice professionals; theories of women and crime; and the treatment of female offenders by criminal justice agencies.

**CRJU 525 - Comparative Crime and Justice (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course examines crime, justice and criminal justice systems in comparative perspective. Topics covered include multinational crime; the relationships between socioeconomic development and crime; and different approaches to law enforcement, criminal procedure and law, juvenile justice and corrections. The course will draw on United Nations criminal justice surveys and other cross-national data sources.

**CRJU 527 - Policing in a Democratic Society (3 credits)**

This course provides a comparative overview of the development of police forces, the organization of the police in various societies and the nature of policing in industrial societies.

**CRJU 530 - Introduction to Police Culture: An Intensive Review (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 504 and CRJU 505*

This course introduces students to the in-depth study of the organizational culture of law enforcement. Specifically, students will delve into a rich, diverse and burgeoning literature on police culture, as they read a number of first-person accounts and weigh relevant theoretical constructs drawn from ethnographic fieldwork. They will explore contentious issues, such as the misuse of force, official corruption and the militarization of policing in 21<sup>st</sup> century America, with an emphasis on the intensive use of scholarly research and monographs.

**CRJU 540 - Corrections, Crime and Society (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course provides an overview of the relations between crime and corrections. Topics covered include the theories of punishment, the development of corrections, theories of corrections and rehabilitation, and current issues in American corrections.

**CRJU 541 - Community-Based Corrections (3 credits)**

*Prerequisite: CRJU 500*

This course focuses on recent developments in community-based corrections. Topics covered include the history of alternatives to prisons, the relationships between community-based corrections and rehabilitation, and the political feasibility of community-based corrections. The course also examines other intermediate sanctions, such as alternative sentencing and diversion programs.

**CRJU 542 - Research Seminar in Corrections (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510 and CRJU 511*

In this seminar students will choose a research topic related to corrections, plan and carry out their research. During weekly class meetings, the class members will discuss their projects and present their results.

**CRJU 546 - Class, Race, Gender and Crime (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course examines how class, race and gender intersect with crime and the criminal justice system. The course provides an overview of class, race, ethnic and gender stratification in the United States and looks at how that stratification is reflected in judgments about crime and in treatments of various groups in the criminal justice system.

**CRJU 550 - Juvenile Justice and Society (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course provides an overview of juvenile delinquency and the juvenile justice system. It covers various theories of juvenile delinquency and examines their relations to broader sociological and criminological theories. Other topics include the development of the juvenile justice system, the police handling of juveniles, the role of juvenile courts, and juvenile corrections and rehabilitation.

**CRJU 551 - Law and Society (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course provides an overview of the sociology of law. Topics covered include the sources and development of law, different philosophical and sociological approaches to law, the roles of criminal justice agencies, alternate dispute resolution, the relations of between law and social change, and the impact of race, class and gender in the legal system. The course will also examine attempts to develop a general theory of law and society.

**CRJU 555 - Information Technology for Criminal Justice (3 credits)**

This course provides an overview of the impact of computers on criminal justice organization and on the use of computers and quantitative skills in criminal justice administration, decision-making and policy.

**CRJU 557 - Advanced Research Methods in Criminal Justice (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510 and CRJU 511*

This course provides an overview of evaluation research in criminal justice as well as advanced data analysis techniques. The course gives students the opportunity to analyze criminal justice data using those techniques.

**CRJU 561 - Seminar in White Collar Crime (3 credits)**

*Prerequisite: CRJU 500 and CRJU 505*

This course provides an in-depth and thematic look at the various types of crimes facilitated by virtue of one's occupation: i.e., one's corporate, governmental, or bureaucratic affiliation. The influence of institutional factors as well as regulatory controls will be evaluated against the performance of the criminal justice system in preventing and sanctioning non-traditional crimes committed by non-traditional actors.

**CRJU 571 - Sexual Assault, Offenders and Policy (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course explores the historical evolution of sex crimes. Topics include the age of consent, prostitution, anti-sodomy laws, stranger rape, "sexting," date rape and sex-offender registration. The course will also examine the impact of sexual assault on victims and offenders, as well as the criminal justice system's response and the role of policymakers and advocacy groups in the formulation and enforcement of sex crime laws. Graduate students will be expected to demonstrate understanding of a specialized area of sexual violence (e.g., rape in the military, offender treatment, etc.).

**CRJU 597 - Research Seminar in Criminal Justice (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510 and CRJU 511*

In this seminar students will choose a research topic, plan and carry out their research. During weekly class meetings, the class members will discuss their projects and present their results. This course may be repeated twice for different topics.

**CRJU 598 - Internship in Criminal Justice (3 credits)**

Internships provide students with experience in a criminal justice setting and give them the opportunity to apply what they have learned in their classes.

**CRJU 599 - Special Topics in Criminal Justice (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently*

This course will focus on specific topics in criminal justice. The topics will differ from semester to semester.

## **Criminal Justice: Other Approved Courses**

**CRJU 333 - Resolving Conflict****CRJU 426 - Ethnography and Crime Analysis (3 credits)**

*Prerequisite: CRJU 201 and CRJU 410*

This course examines ethnographic research methodologies as they relate to crime and justice. The culture of particular criminal groups, as well as justice agents, is often unveiled for the first time through the efforts of field researchers. Students will learn how researchers enter the world of their subjects, build trust, process information and report social phenomena. *Offered alternate years.*

## **■ DANCE**

**DANC 140 - Dance Technical Practicum (1 credit)**

This practicum is designed to give students hands-on experience in all areas of dance production. Students will divide their 60 hour practicum among backstage technical requirements, dance production management and costume production. This course may be repeated once. *Offered either semester.*

**DANC 146 - Dance Appreciation (3 credits)**

This course is designed to explore the basic components of dance and to enable students to appreciate the art of dance as an informed audience and as participants in its rich variety. *(Formerly PHED/THEA 146) (CFPA)*

**DANC 147 - Theory and Practice of Ballet Fundamentals (2 credits)**

This course gives students with little or no dance training the opportunity to obtain the essential fundamental concepts and skills of ballet technique. Emphasis is on correct placement, line and execution. In addition, through out-of-class research, students will obtain general background about ballet which, combined with intensive class work, is intended to create technically proficient and artistically enriched dancers. One hour of lecture and two hours of laboratory weekly. (Formerly DANP 147, PHED 147)

**DANC 155 - Dance Practicum (1 credit)**

In this class students will choreograph and rehearse dances for a concert performance. Concurrent enrollment in a dance class is strongly advised. This course may be repeated. Graded on a (P) Pass/(N) No Pass basis. *Open by audition.* (Formerly PHED/THEA 155)

**DANC 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**DANC 237 - Theory and Practice of Jazz Dance, Fall (2 credits)**

*Prerequisite: Dance experience. Students may self-select.*

This course will offer intermediate-level work in the technique and performance of jazz dance. It will also provide a historical overview of jazz dance and some of its most influential artists, so that students gain an understanding of the origins of jazz dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required including reading and writing assignments and critiques of video and live performances. This course may be repeated once for credit. One hour of lecture and two hours of laboratory weekly. (Formerly DANP 237, PHED 237)

**DANC 242 - Theory and Practice of Ballet, Fall (2 credits)**

*Prerequisite: Ballet experience. Students may self-select.*

This course gives students with an elementary level of training the opportunity to establish, develop and refine classical ballet technique. Emphasis is on correct placement, line and execution. In addition, through out-of-class research students will obtain general background about ballet, which combined with intensive class work, is intended to create dancers technically proficient and artistically enriched. This course may be repeated once for credit. One hour of lecture and two hours of laboratory weekly. (Formerly DANP 242, PHED 242)

**DANC 245 - Theory and Practice of Ballet, Spring (2 credits)**

This course gives students with an intermediate-level of training the opportunity to establish, develop and refine classical ballet technique. Emphasis is on correct placement, line and execution. An analytical approach to the relation between muscle control and technique is used to intensify the effectiveness of training. In addition, through out-of-class research students will obtain general background about ballet which, combined with intensive class work, is intended to create dancers technically proficient and artistically enriched. The class is a continuation of topics addressed in DANC 242 (formerly DANP 242) but is not dependent on being taken in sequence. This course may be repeated once for credit. One hour of lecture and two hours of laboratory weekly. (Formerly DANP 245, PHED 245)

**DANC 247 - Theory and Practice of Jazz Dance, Spring (2 credits)**

*Prerequisite: Dance experience. Students may self-select.*

This course will offer intermediate-level work in the technique and performance of jazz dance. It will also provide a historical overview of jazz dance and some of its most influential artists, so that students gain an understanding of the origins of jazz dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required, including reading and writing assignments and critiques of video and live performances. The class is a continuation of topics addressed in DANC 237 (formerly DANP 237) but is not dependent on being taken in sequence. This course may be repeated once for credit. One hour of lecture and two hours of laboratory weekly. *Offered spring semester.* (Formerly DANP 247, PHED 247)

**DANC 248 - Theory and Practice of Modern Dance, Fall (2 credits)**

*Prerequisite: Dance experience. Students may self-select.*

This course will offer intermediate-level work in the technique and performance of modern dance. It will also provide a historical overview of modern dance and some of its most influential artists, so that students gain an understanding of the origins of modern dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and

performed in class, various other assignments will be required, including reading and writing assignments and critiques of video and live performances. This course may be repeated once for credit. One hour of lecture and two hours of laboratory weekly. (Formerly DANP 248, PHED 248)

### **DANC 249 - Theory and Practice of Modern Dance, Spring (2 credits)**

*Prerequisite: Dance experience. Students may self-select.*

This course will offer intermediate-level work in the technique and performance of modern dance. It will also provide a historical overview of modern dance and some of its most influential artists, so that students gain an understanding of the origins of modern dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required, including reading and writing assignments and critiques of video and live performances. The class is a continuation of topics addressed in DANC 248 (formerly DANP 248) but is not dependent on being taken in sequence. This course may be repeated once for credit. One hour of lecture and two hours of laboratory weekly. (Formerly DANP 249, PHED 249)

### **DANC 254 - Science and Theory of Dance (3 credits)**

*Prerequisite: Matriculated in the dance education concentration or dance minor*

This course will be an investigation of the basic science and compositional theory of dance as an art form. Dance education concentration students and minors will study human anatomy and biomechanics of dance to become knowledgeable about safe and efficient movement in dance. Students will learn the basic theories of dance composition, including investigations of movement, space, force and time as a foundation for choreography. Students will employ this knowledge in short compositions and in critical analysis for dance as an art form. Offered either semester.

### **DANC 255 - Creative Dance (3 credits)**

This course investigates the theory of dance through participation, composition, lecture, discussion and film. Students learn about the elements of space, time, force, movement and style. (Formerly PHED/THEA 255) (CFPA)

### **DANC 256 - Dance Composition (3 credits)**

*Prerequisite: DANC 254 or DANC 255*

This class investigates the use of basic elements of dance to form a movement composition. Students will perform exercises in choreography and experience setting a dance for performance. Offered spring semester. (Formerly PHED/THEA 256)

### **DANC 259 - Dance Repertory (1 credit)**

Students are taught a major choreographic work and rehearse it for performance. Offered spring semester. (Formerly PHED/THEA 259)

### **DANC 260 - World Dance (3 credits)**

This course is an introductory overview to some of the major dance traditions of the world, with emphasis on Asia, the Pacific, Africa and the Arctic. Offered once yearly. (Formerly PHED/THEA 260) (CFPA; CGCL)

### **DANC 263 - Dance History to 1915 (3 credits)**

Dance History to 1915 will investigate the development of Western theatrical dance from ancient civilization through Diaghilev's Ballet Russe, including Romantic and Classical ballet. Students will gain a deeper understanding of the rich history of dance in its social, political and historical contexts. The course will focus on the development of Western theatrical dance through an exploration of prominent individuals, artistic trends and the continuing development of dance technique. (Formerly PHED/THEA 263) (CFPA)

### **DANC 264 - Dance History from 1915 (3 credits)**

Dance History from 1915 will investigate the development of Western theatrical dance from the end of Diaghilev's Ballet Russe period to contemporary American choreographers, including Martha Graham, George Balanchine and Alvin Ailey. Students will gain a deeper understanding of the rich history of dance in its social, political and historical contexts. The course will focus on the development of Western theatrical dance through an exploration of prominent individuals, artistic trends and the continuing development of dance technique. (Formerly PHED/THEA 264) (CFPA)

### **DANC 271 - Theory and Practice of Tap Dance (2 credits)**

*Prerequisite: Dance experience. Students may self-select.*

This course will offer intermediate-level work in the technique and performance of tap dance. It will also provide a historical overview of tap dance and some of its most influential artists, so that students gain an understanding of the origins of tap dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required, including reading and writing assignments and critiques of video and live performances. This course may be repeated once for credit. One hour of lecture and two hours of laboratory weekly. (Formerly DANP 271, PHED 271)

**DANC 298 - Second Year Seminar (3 credits)**

*Prerequisite:* \_\_\_\_199; *Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**DANC 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**DANC 345 - Theory and Practice of Advanced Ballet Technique (2 credits)**

*Prerequisite:* *Consent of instructor*

This course is for students with extensive ballet experience. The course will emphasize an awareness of alignment, advanced ballet vocabulary, pointe work, and advanced ballet pedagogy. Advanced ballet follows a traditional ballet structure: barre, center adagio, petit allegro and grand allegro. May be repeated twice. *Offered either semester.*

**DANC 349 - Theory and Practice of Advanced Modern Technique (2 credits)**

*Prerequisite:* *Consent of instructor*

This course is for students with previous modern dance experience and a serious interest in challenging themselves and expanding their dance skills. The course will cover advanced terminology and principles of modern dance technique. The course will emphasize an awareness of alignment, modern dance vocabulary, musicality, creativity, performance quality and dynamic nuance. Partnering skills will be introduced. May be repeated twice. *Offered either semester.*

**DANC 353 - Creative Dance for Children (3 credits)**

*Prerequisite:* *DANC 281 or consent of instructor*

The study and experience of dance as a creative art activity for children is covered in this course. This course is for those planning to work with children in schools, camps, community centers or enrichment programs. *(Formerly PHED/THEA 353)*

**DANC 357 - Dance Production Theory (2 credits)**

*Prerequisite:* *DANC 255 and DANC 256; or consent of instructor*

This course provides the opportunity to choreograph and plan the presentation of a major dance work. Lectures and practical assignments in choreography and stagecraft for dance result in a plan for a dance piece. *Offered fall semester. (Formerly PHED/THEA 357)*

**DANC 358 - Dance Production Techniques (1 credit)**

*Prerequisite:* *DANC 255 and DANC 256 and DANC 357; or consent of instructor*

This class is a continuation of DANC 357. The class provides the opportunity to set choreography created in DANC 357 on dancers, create costumes and perform theater technical tasks to produce a dance concert. *Offered spring semester. (Formerly PHED/THEA 358)*

**DANC 359 - Dance Ensemble Practicum (1 credit)**

*Prerequisite:* *Consent of instructor*

The Dance Ensemble is a pre-professional college company that prepares students technically to perform at various events including competitions and other dance productions. The Dance Ensemble also has a community outreach component, in which the company plans and orchestrates workshops with local schools and other institutions. Admittance to the Dance Ensemble is by audition only and is for the serious dancer and dance educator. Students who participate in the Dance Ensemble must commit to rehearsals, performances, fundraisers, outreach projects and group events. Students must be either concurrently enrolled in DANC 155 or commit to technical support of its concert. May be repeated a total of five times. *(Formerly THEA 359)*



**DANC 399 - Topical Studies in Dance (3 credits)**

The class will offer variable contemporary topics in dance, such as reconstructions of artistic works. This course may be repeated for different topics. *Offered as topics arise.*

**DANC 452 - Ballet Pedagogy (3 credits)**

*Prerequisite: Minimum of intermediate level ballet training*

The course is based on fundamental ballet technique -- the foundation of all dance training. It is intended to prepare the prospective dance teacher with the skills with which to provide safe and accurate dance training. *(Formerly THEA 452)*

**DANC 453 - Dance Methodology (3 credits)**

Prospective teachers of dance will learn the various methods of teaching modern dance, jazz, and tap dance as well as social, folk and square dance and improvisation and composition. Emphasis will be on safe and correct techniques of teaching dance. Practical experiences in teaching will accompany lectures and discussion. *(Formerly THEA 453)*

**DANC 494 - Seminar in Dance Education (3 credits)**

*Prerequisite: Junior or senior standing in the Dance Education Concentration*

The Seminar in Dance Education is a capstone course that will create a bridge for graduating majors between their college education and the professional world and satisfy the major writing intensive requirement. This course will address contemporary issues in both the public and private sectors in dance education. Students will investigate resources in the professional community and build connections to nonprofit organizations that serve dance in the region. Students will also learn how to write professional resumes, build a portfolio and develop their grant writing skills. *(CWRM)*

**DANC 497 - Advanced Individual Projects in Dance (1-3 credits)**

*Prerequisite: Junior standing; consent of faculty supervisor; additional prerequisites dependent on topic; and formal application required*

The student contracts with faculty to explore learning activities of a creative nature beyond the scope of regular course offerings. This course may be repeated for up to six credit hours. *Offered either semester.*

**DANC 498 - Internship in Dance (3-15 credits)**

*Prerequisite: Consent of department; 2.5 overall GPA; formal application required*

The internship provides an opportunity for junior and senior dance students to gain practical expertise in the fields of dance instruction or administration by participating in an off-campus work study experience that complements their academic preparation. Only three credits may be applied towards the dance concentration. This course may be repeated for a maximum of 15 credits.

**DANC 499 - Directed Study in Dance (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

## **Dance - Physical Education**

**DANP 153 - Jazz Dance (1 credit)**

This course provides experiences with a variety of jazz styles, including lyric and percussive. Emphasis is on performance of choreographed routines and mastery of isolations and syncopations. *(Formerly PHED 153)*

**DANP 159 - Latin Social Dance (1 credit)**

This course will offer an introduction to the major dances of the Caribbean: Mambo (commonly known as Salsa), Merengue, Cha Cha and the internationally popular tango. This course will cover the basic steps, patterns, history and cultural significance of each dance. These dances will be taught in the modern style that is now popular in social settings.

**DANP 161 - Folk Dance (1 credit)**

This course will introduce folk dance terminology, formations and dance steps. Course will include insight into the background and customs of the people in the countries where the dances originated. *(Formerly PHED 161)*

**DANP 164 - Square and Contra Dance (1 credit)**

This course is an introduction to contemporary square dance and contra dance. *(Formerly PHED 164)*

**DANP 165 - Tap Dance I (1 credit)**

This course will explore the basic skills of tap dance using physical practice analysis, film critiques and performance. Basic tap vocabulary will be mastered. *(Formerly PHED 165)*



**DANP 166 - African Dance (1 credit)**

This course will introduce students to the dance styles of Africa and the Caribbean using the Dunham techniques as its technical base. There will be discussion of the cultural history of African and Caribbean styles and their effect on American dance. *(Formerly PHED 166)*

**DANP 167 - Hip-Hop Dance (1 credit)**

The course will present the basic technique of hip-hop dance. *(Formerly PHED 167)*

**DANP 168 - Ballroom Dance (1 credit)**

This course will introduce students to the basic steps, rhythms and timing and performance. Dances covered will include the waltz, fox trot, swing, polka and a sampler of Latin dances. *(Formerly PHED 168)*

**DANP 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills, while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**DANP 235 - Rhythmic Activities: Programming for All Ages (1 credit)**

This course is designed to provide a basic understanding of rhythmical movements and their application for programming for all age groups. The course will include a variety of expressive locomotion, non-locomotor and manipulative movements. *(Formerly PHED 235)*

**DANP 259 - Theory and Practice of Latin Social Dance (2 credits)**

This semester-long course will offer an introduction to the major dances of the Caribbean: Mambo and Guaracha (both commonly known as Salsa), Merengue, Cha Cha Cha and Bachata. These dances will be taught in the modern style that is now popular in social settings. There will be a focus on the concepts of lead and follow, step patterns and turn patterns. Throughout, the instructor will integrate a discussion of the historical and cultural significance of these dances and how they have come to enjoy a worldwide following.

**DANP 268 - Ballroom Dance II - Theory, Practice and Performance (1 credit)**

*Prerequisite: DANP 168 or consent of instructor*

This course will be a continuation of the theory, practice and performance of ballroom dance. Intermediate theory, practice and performance of the swing, tango, Cha Cha, waltz, fox trot and selected Latin dances will be covered. *(Formerly PHED 268)*

**DANP 281 - Theory and Practice of Educational Dance (2 credits)**

This course will involve students in creative/expressive dance using Laban's Movement Framework as a basis for content. Knowledge of this content will give students a foundation for dance teaching in all settings. Additionally, students will have an opportunity to choreograph dance sequences both individually and in small groups. The intent is for both the non-dancer and the trained dancer to be comfortable in the creative environment. *Offered fall semester. (Formerly PHED 281)*

**DANP 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

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**DANP 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar

requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **DANP 499 - Directed Study in Dance - Physical Education (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

## **Dance - Physical Education: Other Approved Courses**

### **DANP 139 - Theory and Practice of Dance Fundamentals**

## ▪ **EARLY CHILDHOOD EDUCATION**

### **ECED 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **ECED 230 - The Basics of Early Childhood Education (3 credits)**

This foundation course examines early childhood education (birth through grade 2) from a variety of perspectives including historical, sociocultural and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into both the teaching licensure and Early Education and Care programs.

### **ECED 280 - Creative Techniques in Early Childhood (3 credits)**

*Prerequisite: ECED 230 or ELED 220; and ELED 120 or PSYC 224*

The course prepares teachers of very young children in techniques that are developmentally appropriate. Students will learn instructional strategies that incorporate the various movement, visual, performance and language arts into early childhood projects, activities and routines, both within the classroom and in community settings. (Formerly ECED 380)

### **ECED 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ECED 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building

the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ECED 300 - Early Childhood Art Methods (.5 credit)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

This course is an introduction to methods and materials in art for the early childhood teacher. Art projects typical of those done by children grades PreK-2 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a (P) Pass/(N) No Pass basis. Offered either semester.

**ECED 311 - Science and Social Studies Inquiry for the Young Child (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

The major concepts and process skills in science and social studies will be experienced in this course and emphasis will be on the learning environment. Students will learn how to help children move from specific information toward general statements, concepts and generalizations in an inductive process using convergent and divergent thinking.

**ECED 332 - Reading Development for the Young Child (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

In this course, early childhood majors will learn how to create the conditions that facilitate the acquisition of literacy. The roles of print processing strategies, guided reading experiences and voluntary, independent reading are explored along with the relationship between reading and writing. Prepracticum experiences include reading aloud, shared book experiences and teaching guided reading lessons.

**ECED 342 - Language Arts for the Young Child (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

In this course, through the use of an integrated approach of content, the student will develop strategies for the teaching of language arts, which build on the relation of thought and word and the changes in that process that develop competencies in listening, speaking, writing and reading as a union of word and thought. (CWRM)

**ECED 352 - Developmental Mathematics for the Young Child (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

In this course, through the use of an integrated approach of content, the student will develop strategies in math that are concept-oriented in which the primary emphasis is on thinking, reasoning and understanding with an emphasis on developing in young children the ability to investigate how and why things happen in math. In a prepracticum experience the student will teach a series of lessons in math at the primary level.

**ECED 361 - Creating an Effective Early Childhood Environment (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

This course explores ways to create a developmentally appropriate, standards-based, inclusive early childhood setting (PreK-2). Topics include early childhood standards, issues of diversity and multicultural education, classroom-based "inclusive" teaching and assessment strategies, management techniques and parent-community relationships. Teacher candidates will also continue to gather evidence for their Professional Teaching Portfolio.

**ECED 493 - Internship in Early Childhood Education (6 or 12 credits)**

*Prerequisite: Consent of the department and admission to the Professional Education Program*

For this internship, a minimum of 300 clock hours will be required in a PreK-2 grade setting as an early childhood teacher. This internship must be less than full-time but at least one-fifth time employment as an early childhood teacher. Request for this course must be made to the College of Education and Allied Studies Office. May be taken for graduate-level credit.

**ECED 496 - Supervised Teaching in Public Schools: Early Childhood (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

This student-teaching practicum is a supervised experience. Candidates are assigned by the College of Education and Allied Studies to an appropriate primary classroom (grades K-2) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised

by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. Candidates must demonstrate their competencies for initial teaching licensure and complete all departmental requirements. *May be taken for graduate-level credit.*

#### **ECED 497 - Supervised Teaching in an Integrated Early Childhood Setting (6 credits)**

*Prerequisite: Acceptance into student teaching*

This student-teaching practicum is a supervised experience for one quarter. Candidates are assigned by the College of Education and Allied Studies to an appropriate preschool or kindergarten setting where they will work to develop and refine their teaching skills with children of diverse backgrounds. Candidates will have the opportunity to observe children and various learning environments, design developmentally appropriate curriculum, practice effective management techniques, utilize contemporary teaching strategies, and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site practitioner and a faculty member of the Department of Elementary and Early Childhood. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. Candidates must demonstrate their competencies for initial teaching licensure and complete all department requirements. *May be taken for graduate-level credit.*

#### **ECED 499 - Directed Study in Early Childhood Education (1-3 credits)**

*Prerequisite: Consent of department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

#### **ECED 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

#### **ECED 510 - Fundamentals of Early Childhood (3 credits)**

This course prepares students to enter the graduate program for initial licensure in Early Childhood Education (PreK-2). Developmentally appropriate practices for children birth to grade 2 are examined from a variety of developmental, historical, learning theory and sociocultural perspectives. As part of the course, students spend 15 hours as participant-observers in a public integrated preschool or Head Start classroom and 25 hours in a K-2 elementary classroom. Field-based observations are used to explore issues of child development, learning, family partnerships, accommodating diverse learners and developmentally appropriate curriculum covered in the context of course readings, activities, discussions and independent research.

#### **ECED 515 - Inclusive Early Childhood Classrooms: Instructional Practices and Assessment (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

By participating in in-class and out-of-class experiences and by reviewing the literature related to child development, researched-based instructional and assessment practices, and other topics related to preschool and primary grade classrooms, including child-study procedures and current laws, teacher candidates will be able to design inclusive classrooms and use various assessment strategies to guide instructional supports and strategies that support all young children in this course.

#### **ECED 563 - Early Childhood Curriculum: Ages 5-7 (3 credits)**

For students interested in planning teaching strategies for primary grades. Course explores language arts, math, science, social sciences and classroom management. Observation and participation field component included.

#### **ECED 570 - Special Topics in Early Childhood Education (1-4 credits)**

*Prerequisite: Course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in early childhood education will be offered from time to time. The topic to be addressed will be announced prior to registration. This course may be taken more than once with consent of the adviser.

#### **ECED 575 - Graduate Seminar in Early Childhood Education (3 credits)**

*Prerequisite: GRPP 501 and EDMC 530 and EDMC 531 and EDMC 532 and EDMC 533 and five content electives preapproved by adviser (no more than two of any content area)*

This course is a study of problems and issues related to the education of young children. Emphasis will be placed on current research learning theories, curricular and methodological concerns. Each student will make an extensive study of a significant issue related to early childhood education.

#### **ECED 596 - Practicum: Early Childhood Education (6 or 12 credits)**

*Prerequisite: Acceptance and good standing in teacher preparation program*

This graduate-level practicum involves an eight- or 15-week field experience at the K-2 level under the guidance of a cooperating teacher

and a university supervisor. Opportunities for participation in pupil observation, program planning and utilization of contemporary teaching strategies are included. *Offered either semester.*

**ECED 597 - Practicum: Preschool (6 credits)**

*Prerequisite: Acceptance and good standing in teacher preparation program*

This graduate-level practicum involves a supervised student teaching experience in a preschool setting with children, infancy through age five. Emphasis will be placed on development, implementation and evaluation of innovative preschool programs. The student participates in a total program, five days a week for eight weeks, in either a day care center, nursery school or head start program. *Offered either semester.*

**ECED 598 - Internship: Early Childhood Education (6 credits)**

*Prerequisite: Consent of the department*

This graduate-level internship involves a minimum of 300 clock hours in a PreK-2 grade setting as an early childhood teacher. Internship must be less than full-time but at least one-fifth-time employment as an early childhood teacher. Request for this course must be made to the College of Education and Allied Studies Office.

**ECPK 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**ECPK 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ECPK 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ECPK 301 - Early Childhood Language Development (1 credit)**

*Prerequisite: ECED 230 and PSYC 224*

This is the first module in the three-credit course ECPK 320 Language Development and Early Literacy (PreK-K). In this one-credit course, students compare typical and atypical language development. The factors that influence that development will be emphasized as well as the genetic and physiological components of optimal language and literacy development. Planning and implementing developmentally appropriate activities and instructional materials is included.

**ECPK 302 - Language, Culture and Cognition (PreK-K) (1 credit)**

*Prerequisite: ECED 230 and PSYC 224*

This is the second module in the three-credit course ECPK 320 Language Development and Early Literacy (PreK-K). In this one-credit course, students learn the theories of second language acquisition, styles and strategies in language learning as well as the socio-cultural



and cross-linguistic influences of language learning. Additionally, students will examine early indicators of the need for and remediation of language-, hearing-, and literacy-related difficulties and effective techniques to involve the family and community.

**ECPK 303 - Facilitating Early Literacy (PreK-K) (1 credit)**

*Prerequisite: ECED 230 and PSYC 224*

This is the third module in the three-credit course ECPK 320 Language Development and Early Literacy (PreK-K). This one-credit course explores an integrated model of literacy and the early childhood educator's role in facilitating beginning reading and writing. Students will learn how to involve the family and community in order to promote the academic success of all learners, use appropriate assessment measures and techniques to analyze children's current levels of language and literacy development, establish learning goals that match the individual child, and design developmentally appropriate literacy activities.

**ECPK 304 - Project-Based Learning in Early Childhood (PreK-K) (1 credit)**

*Prerequisite: ECED 230 and PSYC 224*

This is the first module in the three-credit course ECPK 321 Project-Based, Math- and Science-Rich Learning in Early Childhood (PreK-K). This one-credit course focuses on the dynamics of implementing emergent, integrated curriculum in birth-kindergarten settings that is inclusive, interactive and child-centered, incorporating all the domains of development. We will explore the premise that young children are thinkers, problem solvers and explorers, deserving environments rich in learning opportunities.

**ECPK 305 - Math-Rich Learning in Early Childhood (PreK-K) (1 credit)**

*Prerequisite: ECED 230 and PSYC 224*

This is the second module in the three-credit course ECPK 321 Project-Based, Math- and Science-Rich Learning in Early Childhood (PreK-K). This one-credit course focuses on implementing standards-based infant-kindergarten math curriculum in a child-centered, play-based manner. Students will examine how to treat young children as thinkers, problem solvers and explorers in a math-rich environment.

**ECPK 306 - Science-Rich Learning in Early Childhood (PreK-K) (1 credit)**

*Prerequisite: ECED 230 and PSYC 224*

This is the third module in the three-credit course ECPK 321 Project-Based, Math- and Science-Rich Learning in Early Childhood (PreK-K). This course focuses on implementing standards-based infant-kindergarten science curriculum in a child-centered, play-based manner. Students will examine how to treat young children as thinkers, problem solvers and explorers in a science-rich environment.

**ECPK 320 - Language Development and Early Literacy (PreK-K) (3 credits)**

*Prerequisite: ECED 230 and PSYC 224 or consent of instructor*

This course focuses on the emergence of both expressive and receptive language and literacy competencies in young children. Topics include optimal language and print environments; the socio-cultural, genetic and physiological components of optimal language and literacy development; early indicators of the need for and remediation of language-, hearing-, and literacy-related difficulties; and second language acquisition. This course must be taken at Bridgewater State University.

**ECPK 321 - Project-Based, Standards-Rich Learning in Early Childhood (PreK-K) (3 credits)**

*Prerequisite: ECED 230 and PSYC 224; or equivalent or consent of instructor*

This course focuses on implementing a curriculum consistent with the Massachusetts' content area guidelines -- particularly those for mathematics, science and social studies -- with an emphasis on play-based, integrated learning. This course must be taken at Bridgewater State University.

**ECPK 322 - Observation and Assessment in Early Childhood (PreK-K) (3 credits)**

*Prerequisite: ECED 230 and PSYC 224 and SPED 211*

This course teaches students to make ethical, appropriate, valid and reliable assessment an integral part of their practice. Students will learn to identify and use observation and assessment methods, both formal and informal, that are developmentally appropriate as well as culturally and linguistically responsive, and to make collaborative decisions that are responsive to young children's strengths, progress and needs. This course must be taken at Bridgewater State University.

**ECPK 323 - Managing Positive Environments for Children (PreK-K) (3 credits)**

*Prerequisite: ECED 230 and PSYC 224 and SPED 211*

This course focuses on how to set up and manage respectful learning environments that encourage young children to manage their own behaviors and learn to resolve conflicts peaceably.

**ECPK 401 - Coaching and Mentoring in Early Childhood Programs (PreK-K) (1 credit)**

*Prerequisite: A college course in early childhood administration and supervision; and consent of instructor*

This is the first module in the three-credit course ECPK 440 Advanced Techniques in the Administration and Supervision of Early Childhood Programs (PreK-K). This one-credit course explores the role of coaching and mentoring in facilitating the development of early



education practitioners and enhancing early childhood environments. Leadership roles of mentors and supervisors in ECE settings and models of coaching and mentoring will be reviewed and discussed.

**ECPK 402 - Advocacy and Funding in Early Childhood (PreK-K) (1 credit)**

*Prerequisite: A college course in early childhood administration and supervision; and consent of instructor*

This is the second module in the three-credit course ECPK 440 Advanced Techniques in the Administration and Supervision of Early Childhood Programs (PreK-K). In this one-credit course, students investigate issues in early education such as affordability, funding, quality, compensation and accessibility. Students will learn effective advocacy techniques and review lobbying and legislative processes. Additionally, they will examine the relationship between resource decisions and program operation through budgeting and accounting practices, grant writing and fund-raising.

**ECPK 403 - Data-Driven Decision Making in Early Childhood Programs (PreK-K) (1 credit)**

*Prerequisite: A college course in early childhood administration and supervision; and consent of instructor*

This is the third module in the three-credit course ECPK 440 Advanced Techniques in the Administration and Supervision of Early Childhood Programs (PreK-K). In this one-credit course, students attain a conceptual understanding of action research methods in early childhood education and the skill to use action research methods to transform classrooms and programs through data driven decision making. Techniques and procedures concerning the design and implementation of evaluation in the total school program will be investigated.

**ECPK 440 - Advanced Techniques in the Administration and Supervision of Early Childhood Programs (PreK-K) (3 credits)**

*Prerequisite: A college course in early childhood administration and supervision; and consent of instructor*

This course explores the role of coaching and mentoring in facilitating the development of early education practitioners and enhancing early childhood environments. Leadership roles of mentors and supervisors in ECE settings and models of coaching and mentoring will be reviewed and discussed.

**ECPK 490 - Mentored Program Observation, PreK-K (3 credits)**

*Prerequisite: ECPK 321 and ECPK 322*

This course consists of observations and fieldwork in various PreK-K settings, including Head Start and integrated preschools. This course must be successfully completed prior to the final field experience, ECPK 492. This course must be taken at Bridgewater State University. (CWRM)

**ECPK 491 - Mentored Performance Fieldwork I (PreK-K) (3 credits)**

*Prerequisite: ECED 230 and ECPK 320 and ECPK 321 and PSYC 224; consent of department; formal application required*

This course involves field experience in the student's workplace or in an assigned practicum placement. Students will document knowledge and competencies regarding health, safety, and administration issues and policies in early childhood settings. This experience requires a minimum of 75 documented hours in a PreK-K setting. It must be supervised by a qualified college supervisor or instructor and by a licensed, site-based teacher. It must be completed prior to the final field experience, ECPK 492.

**ECPK 492 - Mentored Performance Fieldwork II (PreK-K) (3 or 6 credits)**

*Prerequisite: Completion of all other program requirements; consent of department and formal application required*

This course involves fieldwork in the student's workplace or in an assigned practicum placement. This experience requires a minimum of 150 documented hours (six credits) in a PreK-K setting. The experience may be taken in 75 documented-hour increments (three credits). The experience must be supervised by a qualified college supervisor and by a licensed, site-based teacher. Students maintain a log and develop a performance portfolio demonstrating their competencies, including family outreach, professional networking and child advocacy activities. The experience may be taken as a quarter course or extended across two consecutive semesters. This course must be taken at BSU. This course is repeatable for a maximum of six credits.

**ECPK 493 - Documenting Competencies and Program Quality in Early Childhood Education (1 credit)**

*ECPK 490 or ECPK 491 or ECPK 492, any of which may be taken concurrently with ECPK 493; or consent of instructor*

This course is designed to help student become reflective evidence-based practitioners by providing a forum for collaborative inquiry and documentation focused on their classroom experiences and decisions. The course offers opportunities and frameworks for thinking about, documenting, and analyzing classroom situations; the teaching learning process; classroom management; legal and ethical obligations; and professional goals and development. A significant component of this course is written reflection about teaching and program effectiveness based on the use of data gathered from classroom experiences. May be repeated two times.

**ECPK 499 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

## Early Childhood Education: Other Approved Courses

### ECED 498 - Internship in Early Childhood Education (Non-Licensure)

## ■ ECONOMICS

#### **ECON 101 - Principles of Microeconomics (3 credits)**

This course focuses on the theory and application of utility and demand, production, cost and market analysis. *Offered either semester.* (CSOC)

#### **ECON 102 - Principles of Macroeconomics (3 credits)**

This course focuses on the theory and application of the following: national income analysis and determination, fiscal policy, monetary theory and policy and the Federal Reserve System. *Offered either semester.* (CSOC)

#### **ECON 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

#### **ECON 201 - Intermediate Microeconomic Theory and Policy (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*

The theory of consumer behavior and demand, production and cost, the firm and market organization are discussed in this course with emphasis placed on practical applications. *Offered either semester.*

#### **ECON 205 - Intermediate Macroeconomic Theory and Policy (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*

A number of macroeconomic models are developed in this course, including the Keynesian, monetarist and rational expectations models. Economic theory is used to explore the nature and causes of business fluctuations and the desirability of various government policies. *Offered either semester.*

#### **ECON 210 - Statistics for Economics and Business (3 credits)**

This course will provide students with an understanding of descriptive and inferential statistics. Students will develop the ability to analyze data and draw conclusions about large populations based on measures from sample data. The course will include hypothesis testing, ANOVA, simple linear regression, and the application of statistical methods to business and economic issues. (CQUR)

#### **ECON 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

#### **ECON 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share

and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ECON 301 - Industrial Organization (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*

This course provides an analysis of the structure, conduct and performance of industries. Topics discussed include causes and measurement of market concentration, strategic behavior of firms and the development of public policies, such as antitrust and regulation, that affect business.

**ECON 302 - The Canadian Economy: A Comparative Approach (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*

This course is an undergraduate introduction to the Canadian economy. It will provide the student with a brief, comparative overview of the size and structure of the Canadian and American economies, a close look at how the Canadian economy evolved from a resource to a modern industrial economy and a detailed study of the structure and institutions which make up the Canadian economy.

**ECON 315 - Money and Banking (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*

The roles and functions of money and the banking system are discussed in this course. Various monetary theories and the influence of monetary policy on the state of the economy are examined. *Offered fall and spring semester.*

**ECON 320 - Comparative Economics (3 credits)**

*Prerequisite: ECON 101 and ECON 102*

This course compares different economic systems that have arisen as the world economy has evolved and alliances have been formed over time. There is a strong emphasis on exploring the current and historical implications of different economic philosophies, particularly with reference to NAFTA economies: Canada, U.S.A. and Mexico. Topics include globalization, international economic organizations, economic integration, economic policy making, health care, labor migration, resource use and environmental issues.

**ECON 321 - International Economics (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*

Pure trade theory and its application to solving policy problems are covered in this course. Topics studied include balance of trade, balance of payments and monetary systems.

**ECON 325 - The Economy of Crime (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*

The topics covered by this course include the theoretical and empirical analysis of the economic causes of criminal behavior, the social costs of crime and its prevention and the design of law enforcement policies.

**ECON 331 - Public Economics (3 credits)**

*Prerequisite: ECON 101 or ECON 102*

Government intervention changes opportunities and incentives for individuals, families, businesses, and state and local governments. This course will provide students with an understanding of the reasons for and consequences of government intervention and policies. It combines public finance, which is how the government allocates resources, and public choice, which reflects the political decisions of voters and their elected representatives. We will apply economic tools to analyze public policy issues such as government intervention in combating environmental pollution, the introduction of education vouchers, the contours of health care and social security reforms, among others.

**ECON 340 - Law and Economics (3 credits)**

*Prerequisite: ECON 101*

This course examines the economic basis for legal decisions. Microeconomic theory is combined with an analysis of the law, with particular emphasis on case studies. Topics covered include the problems of defining property rights and the economics of tort, contract and criminal law.

**ECON 350 - Urban Economic Problems and Policies (3 credits)**

*Prerequisite: ECON 101 and ECON 102 or consent of instructor*

The economic aspects of selected urban problems such as housing, poverty, transportation, crime and the urban environment are analyzed in this course. Public policies relating to these problems are discussed.

**ECON 360 - Environmental Economics (3 credits)**

*Prerequisite: ECON 101 and ECON 102 or consent of instructor*

This course analyzes the economics of environmental issues and natural resource use. Topics include allocation of renewable, non-renewable and common property resources, external cost/benefit analysis and public goods. Also included is the "ecological economics" approach, which incorporates an analysis of the physical requirements for ecological sustainability.

**ECON 375 - Labor Economics (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*

This course analyzes the determination of wages and employment in the labor market. Applications of the theory include unemployment, discrimination, safety in the workplace and unions. Effects of government policies, such as comparable worth, affirmative action and health and safety regulations, are examined.

**ECON 376 - Health Care Economics (3 credits)**

*Prerequisite: ECON 101*

This course is designed to provide a basic understanding of the application of economic theories in the health care sector. Information will be provided on how the health care system can be analyzed, developed and improved by using different economic theories and techniques. Topics include the definition and scope of health care economics; importance of studying health care economics; health care trends in the USA; factors responsible for increases in health care costs; supply of and demand for physicians, nurses, pharmacists and other allied health personnel; the quality of medical care and economics of health care plans; and consumer demand for health care and medical facilities. *Offered either semester. (Formerly ECON 337)*

**ECON 377 - Sports Economics (3 credits)**

*Prerequisite: ECON 101*

This course explores a variety of economic issues relating to professional team sports, collegiate and amateur sports such as football, baseball, hockey, tennis, skiing and golf. Students will examine ticket prices, player salaries and the profitability of team franchises. They will also study facility design and game-day transportation issues, and why the economic impact of sports facilities is often used to justify government subsidies.

**ECON 400 - History of Economic Thought (3 credits)**

*Prerequisite: ECON 101 and ECON 102*

This course is an overview of the development of economic theory, which is presented in a historical context. The ideas of many important contributors to economic thought will be studied including those of Adam Smith, Karl Marx and John Maynard Keynes. *May be taken for graduate-level credit.*

**ECON 410 - Mathematical Economics I (3 credits)**

*Prerequisite: MATH 141 and MATH 142 and MATH 120 and ECON 101 and ECON 102; or consent of instructor*

This course provides training in the use of calculus and other mathematical tools in comparative static analysis and the solving of optimization problems in economics. *May be taken for graduate-level credit.*

**ECON 420 - Econometrics I (3 credits)**

*Prerequisite: ECON 101 or ECON 102; and ECON 210; or consent of instructor*

This course is an introduction to the methods of econometrics, including the two variable linear models, the generalized least squares estimator and auto-correlation.

**ECON 430 - Managerial Economics (3 credits)**

*Prerequisite: ECON 205 and ECON 210; or consent of instructor*

This course emphasizes the practical applications of micro- and macroeconomic skills to real-life problems. Quantitative tools and case studies will be used to understand topics including demand, cost and output, and pricing decisions in various market structures. *May be taken for graduate-level credit.*

**ECON 498 - Internship in Economics (3-15 credits)**

*Prerequisite: Consent of department chairperson; formal application required*

This course is a non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. This course may be repeated for a maximum of 15 credits. *Offered either semester.*

**ECON 499 - Directed Study in Economics (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies may pursue an independent project under a faculty member's supervision. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**ECON 500 - Foundations of Economics (3 credits)**

This course presents a study of basic economic principles, participants' behavior and structure of the macro economy. Basic principles covered include opportunity cost and market mechanism. The microeconomic segment focuses on consumer and firm behavior, resource markets and market failures. Macroeconomics aggregate topics contain economic models, and discretionary policy and its implications. This course will help enhance understanding and awareness of household, business, national and international economic affairs.

**ECON 501 - Foundations of Business Statistics (3 credits)**

This course is an introduction to the concepts of statistics, with applications in business and economic analysis. Specific techniques covered include descriptive statistics, probability, statistical inference, hypothesis testing, correlation and regression.

**ECON 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

This course consists of original research undertaken by graduate students in their field of interest under the sponsorship of a faculty adviser. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ECON 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field of interest under the direction of a faculty adviser. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ECON 550 - Managerial Economics (1.5 credits)**

*Prerequisite: ECON 500 and ECON 501*

This course studies the application of the analytical constructs of economic theory to practical problems faced by a firm and its representatives. Topics include demand analysis, production and cost analysis, market and pricing analysis, capital budgeting and government policy.

**ECON 560 - Special Topics in Economics (1-3 credits)**

In this course, special topics of current relevance in economics will be offered from time to time. The topic to be addressed will be announced prior to registration. May be taken more than once with the consent of the adviser.

## ■ EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12)

**EDHM 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**EDHM 210 - Introduction to Teaching (3 credits)**

Prospective candidates for teaching careers explore the teaching learning process in schools by examining the College of Education and Allied Studies Conceptual Framework Model and by reading, writing and analyzing research materials, by using technology, observing in the field, and by planning learning experiences. Candidates gain knowledge and experience concerning diversity, differentiated learning, special education, the Massachusetts Curriculum Frameworks, and the organizational structure of schools. Professional responsibilities, ethics, and legal aspects concerning education are also identified. Candidates will begin to develop their first portfolios as a professional in education. This course requires 10 hours of field experience in appropriate settings.

**EDHM 235 - Learning and Motivation (3 credits)**

Candidates for teaching careers will investigate contemporary psychological theories of learning and motivation as they relate to instructional strategies, classroom management and the exigencies of public school teaching. Emphasis will be placed on the practical application of research-supported constructivist principles that promote authentic learning in the increasingly diverse classroom of the 21<sup>st</sup>



century. Candidates will continue to develop their professional portfolios. This course requires 10 hours of field experience in appropriate settings.

**EDHM 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**EDHM 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**EDHM 335 - Assessment and Planning (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and admission to the Professional Education Program

This course is designed to enable candidates for teaching careers to understand and practice curriculum design, plan for instruction at a deeper level (than the introductory course), and build on assessment to include standardized testing, portfolios and authentic assessment. The students will work collaboratively and individually to create and deepen their professional knowledge of teaching pedagogy. Candidates will continue to develop their professional portfolios. This course requires 20 hours of field experience in appropriate settings.

**EDHM 413 - Strategies for Teaching – Music (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. Also see HSED and MSED

**EDHM 424 - Strategies for Teaching - Foreign Language (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and LANG 324 and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. Also see HSED and MSED

**EDHM 425 - Strategies for Teaching - Visual Art – High School (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. Also see HSED and MSED

**EDHM 445 - Content Area Reading, Writing and Study Skills (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and admission to the Professional Education Program

Students will learn how to teach reading, writing and study skills in their content area. Furthermore, they will understand how to develop their students' critical thinking and problem solving skills. Technology is emphasized.

**EDHM 459 - Strategies for Teaching - Visual Art – Middle School (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. Also see HSED and MSED

**EDHM 490 - Teaching Practicum (12 credits) Cross Listed with EDHM 495**

*Prerequisite:* Acceptance and good standing in the professional education program

Prospective teacher candidates are assigned appropriate student teaching stations where they work in an approved situation under an



experienced supervising teacher or as a teacher of record. This is practical experience for one semester in a public school where teacher candidates are functioning as professional teachers in order to meet Massachusetts professional standards for teachers.

#### **EDHM 495 - Teaching Practicum (12 credits) Cross Listed with EDHM 490**

*Prerequisite: Acceptance and good standing in the professional education program*

Prospective teacher candidates are assigned appropriate student teaching stations where they work in an approved situation under an experienced supervising teacher or as a teacher of record. This is practical experience for one semester in a public school where teacher candidates are functioning as professional teachers in order to meet Massachusetts professional standards for teachers.

#### **EDHM 499 - Directed Study (1-3 credits)**

*Prerequisite: Consent of department; formal application required*

Directed study is open to juniors, seniors and postbaccalaureate students who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. The adviser's permission is required.

#### **EDHM 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

#### **EDHM 554 - Student Teaching Practicum (6 credits)**

*Prerequisite: EDHM 550; and EDHM 552 or EDHM 553*

Graduate students are assigned appropriate student teaching stations where they work in approved situation under an experienced supervising teacher. This is a practical experience for one semester in a public school where student teachers are functioning professional teachers. A university supervisor visits to assist the student teacher. Seminars may be held to exchange experiences. Students are expected to carry a minimum responsible teaching load equal to 50% of the regular teacher's assignment. *Full-time for one semester. Offered either semester.*

#### **EDHM 556 - Employment-Based Practicum (6 credits)**

*Prerequisite: EDHM 571 and EDHM 572 and EDHM 573 and formal application required*

A minimum of 300 clock hours will be required in a 5-8 or 9-12 grade setting as a teacher of record. The experience must be in the content area and at the grade level at which licensure will be sought. *Request for this course must be made to the department and the student teaching office in the College of Education and Allied Studies.*

#### **EDHM 560 - Special Topics (variable credit)**

*Prerequisite: Course prerequisites may be specified depending on the nature of the topic*

Special topics of current relevance in education will be offered from time to time. The topic to be addressed will be announced prior to registration. The course may be taken more than once.

#### **EDHM 571 - Teaching and Learning in Middle and High Schools (3 credits)**

*Prerequisite: Acceptance into the APB program*

This course focuses on differentiated instruction, learning styles, management of a classroom, and the use of technology. Other topics will include special education, English language learners and adolescent psychology. Mock lessons will be performed and 20 observation hours are required.

#### **EDHM 572 - Planning and Assessment in Middle and High Schools (3 credits)**

*Prerequisite: EDHM 571, which may be taken concurrently*

This course focuses on lesson and unit planning connected to frameworks and standards, varied types of assessment including standardized assessment, performance assessment, formal and informal assessment, and formative and summative assessment.

#### **EDHM 573 - Issues and Foundations in Middle and High Schools (3 credits)**

*Prerequisite: EDHM 571, which may be taken concurrently*

This course focuses on current issues, and policies in education and their origins. Particular attention will be paid to public policy and the impact on today's classroom. Communication with parents, administrators and colleagues will also be a focus of this course.

### **Education (High School, Middle School, PreK-12): Other Approved Courses**

#### **EDHM 550 - Middle and High School Theory into Practice (3 credits)**

*Prerequisite: Admission to Accelerated Postbaccalaureate Program*

This course will focus on the philosophical and psychological foundations of secondary education with an emphasis on connecting learning theory to best practice. Developing competencies for effective, understandable and appropriate modes of communication in teaching is stressed through microteaching and other simulations. Emphasis is also placed on understanding the contemporary middle and high school, to include but not be limited to various organizational structures, curricula and teacher roles. 40 hours of fieldwork are required.

**EDHM 552 - Curriculum and Instruction in Middle and High School Mathematics and Science (3 credits)**

*Prerequisite: EDHM 550 which may be taken concurrently*

In this course research and best practice in mathematics and science will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the discipline and what to teach, how to teach and how to assess in a learning-centered classroom. Science licensure candidates complete three online modules and exams.

**EDHM 553 - Curriculum and Instruction in Middle and High School Arts and Humanities (3 credits)**

*Prerequisite: EDHM 550 which may be taken concurrently*

In this course, research and best practice in the arts and humanities will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the disciplines and what to teach, and how to assess in a learning-centered classroom.

**EDHM 558 - The Reflective Middle and High School Practitioner (3 credits)**

*Prerequisite: EDHM 550; and EDHM 552 or EDHM 553.*

This capstone course focuses on the candidates meeting all of the competencies needed for Massachusetts Initial Licensure for teaching. In this experience they will closely examine their own classroom learning and teaching practices that are consistent with the constructivist theory of learning. They will reflect upon and demonstrate their knowledge of the best practices that address high standards and expectations, effective instruction, assessment and classroom management. Each candidate for Initial Licensure will complete his/her professional portfolio that clearly provides the evidence of achievement of the required performance outcomes. *Note: This course may be taken concurrently with EDHM 554 or EDHM 556.*

## ■ EDUCATION - MASTER'S CORE

**EDMC 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**EDMC 530 - The Teacher as Researcher (3 credits)**

This course is designed to provide graduate students in education with an introduction to the research process. Emphasis will be placed upon acquiring pragmatic skills that can be used through-out one's career. Students will be expected to read and interpret statistical parts of published research but not to be expected to run statistical programs. The course will stress the development of skills required for the critical evaluation of current research studies. Students are expected to become informed and critical consumers of research literature and become familiar with the methods and technology surrounding scientific inquiry.

**EDMC 531 - The Standards-Based Classroom: Curriculum (3 credits)**

This course focuses on constructivism and other key theories, educational foundations and concepts of curriculum design, development, and program evaluation in relation to national standards and the Massachusetts Frameworks. Curriculum issues and classroom applications will be studied in detail as well. As a final experience, students will work independently and collaboratively to present and defend a curriculum unit that is relevant to their area of licensure.

**EDMC 532 - The Teacher as Leader: From Issues to Advocacy (3 credits)**

This course addresses the critical social, economic, political and sociocultural issues challenging educators and society today. Issues are examined from a variety of vantage points, including theoretical underpinnings, research findings and the position taken by professional organizations. Students are expected to articulate a personal position on critical issues and to practice school leadership and community advocacy on issues of concern.

**EDMC 533 - The Standards-Based Classroom: Instruction and Assessment for Diverse Learners (3 credits)**

This course focuses on effective, differentiated instruction as well as on the purposes of educational assessment, both formal and informal.

Current trends in instructional strategies and assessment as related to diverse learners and to effective classroom management will be examined in detail.

**EDMC 538 - The Professional Teacher (3 credits)**

*Prerequisite: EDMC 530 and EDMC 531 and EDMC 532 and EDMC 533*

This course is designed to be the capstone course taken at the end of the student's program. This course addresses the changing context of teaching in view of the Bridgewater State University Conceptual Framework, mentoring, peer coaching and the national standards for professional teachers. Students will analyze the impact of educational reform efforts aimed at improving the teaching, learning and professional development of teachers in the educational environment. Reflective practice and written communication are key components of the course.

## ▪ EDUCATIONAL LEADERSHIP

**EDLE 501 - Introduction to Educational Leadership and School Reform (3 credits)**

This is the first course in the MEd and postbaccalaureate programs in Educational Leadership. To be admitted to the program, students must have completed this course or be concurrently enrolled during the semester of admission. As an introductory course, one of the primary goals is to introduce students to major concepts and program strands that are developed in-depth in subsequent courses. These leadership theories are applied to the educational setting, the nature of organizations, and key leadership skills such as decision-making, team building, empowering others and fostering collaboration in reforming schools. Students will also begin their study of the change process, the dynamics of effective group process and ethical issues of school leadership. Finally, students will be introduced to the MEd program itself and be encouraged to reflect on whether being an educational leader is something they really want to do. As part of the process, students will begin the development of the electronic portfolio as one of the capstone assessment requirements in the educational leadership program. A 25-hour field experience is required.

**EDLE 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**EDLE 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**EDLE 511 - Educational Leadership and Managerial Effectiveness (3 credits)**

*Prerequisite: EDLE 501*

This course is designed to introduce prospective school leaders to the theory and practice of systems thinking as it is applied to organizational planning and development issues. School leaders need to know how to assess needs, establish priorities, set goals, allocate resources and develop and implement strategic plans in order to facilitate effective educational programs and practices. As important, they need to develop the ability to involve others in the development, planning and implementation phases of school improvement efforts. Major topics include systems thinking (concepts and strategies) and the principles of total quality management (TQM) applied to the educational setting. The course also examines recent research on key topics.

**EDLE 513 - Special Topics in Educational Administration (1-3 credits)**

*Prerequisite: At least nine hours in educational administration or consent of the instructor. Additional prerequisites may be specified depending upon the nature of the topic.*

Selected and timely topics in the various fields of emphasis pertaining to educational administration. The topics to be addressed will be announced prior to registration. May be taken more than once with the consent of the adviser.

**EDLE 530 - Research Applications for School Leaders (3 credits)**

*Prerequisite: EDLE 501*

Future school leaders need to develop a solid foundation of understanding of the role of research in guiding and informing administrative practice and the habits of mind that foster inquiry and the active pursuit of school improvement. In this course students will study the major concepts and strands of research methodology and their applications in the school setting. They will also learn to become skilled consumers of educational research by reviewing and critiquing current research reports involving school organizational and leadership issues. Finally, each student will develop a research proposal in a formal paper.

**EDLE 541 - Managing Human and Financial Resources (3 credits)**

*Prerequisite: EDLE 501*

This course deals with all aspects of the financing and staffing of public schools in Massachusetts. Major financial topics include the impact of Proposition 2 1/2, the Educational Reform Act of 1993, the evolving No Child Left Behind federal legislation, and budgeting at the building level. Major human resource topics include theories and techniques of supervision; staff selection and development, including evaluative procedures to assess the effectiveness of programs and personnel; collective bargaining; and in-service education. A 25-hour field experience is required.

**EDLE 547 - Designing the School/District Professional Learning Community (3 credits)**

*Prerequisite: EDLE 501*

This course prepares aspiring leaders to create school learning communities capable of providing ongoing support for adult and student learning. It explores how professional learning communities create a culture of success by promoting student achievement, evaluating data to establish goals, cultivating collaboration among educators, responding to challenges and encouraging positive school reform. A 25-hour field experience is required.

**EDLE 561 - Elementary School Administration (3 credits)**

*Prerequisite: EDLE 501*

The application of general principles of school administration to the specific problems of the elementary school. Emphasis is on curriculum development and program evaluation; personnel supervision and evaluation; goal setting, establishing priorities, allocating resources, facilitating the educational process in response to the needs of learners, teachers and the community; school law; budgeting; plant management; community education; human concerns including dealing in an equitable, sensitive and responsive manner with students, teachers, parents and the community.

**EDLE 562 - High School Administration (3 credits)**

*Prerequisite: EDLE 501*

The application of general principles of school administration to the specific problems of the high school. Emphasis is on curriculum development and program evaluation; personnel supervision and evaluation; goal setting, establishing priorities, allocating resources, facilitating the educational process in response to the needs of learners, teachers and the community; school law; budgeting; plant management; community education; human concerns including dealing in an equitable, sensitive and responsive manner with students, teachers, parents and the community.

**EDLE 563 - Middle School Administration (3 credits)**

*Prerequisite: EDLE 501*

The application of general principles of school administration to the specific problems of the middle school. Emphasis is on curriculum development and program evaluation; personnel supervision and evaluation; goal setting, establishing priorities, allocating resources, facilitating the educational process in response to the needs of learners, teachers and the community; school law; budgeting; plant management; community education; human concerns including dealing in an equitable, sensitive and responsive manner with students, teachers, parents and the community.

**EDLE 566 - School Plant Planning and Administration (3 credits)**

*Prerequisite: EDLE 501 or consent of instructor*

This course is designed for the specialist in school administration who may ultimately enter school district administration at the central office. A study of in-depth coordination of the many factors involved in planning, constructing, maintaining and administering the modern school plant is made.

**EDLE 569 - Legal Aspects of School Administration (3 credits)**

*Prerequisite: EDLE 501*

Legal rights, duties and liabilities of school personnel in general relationship to the school committee in Massachusetts will be studied. Intended for administrators, prospective administrators and classroom teachers interested in the legal aspects of school committees, school property, teaching contracts, labor relations and collective bargaining, tenure, prevention of injury and accidents to students, relationships with parents and a general survey of educational law cases at the local, state and national levels.

**EDLE 572 - Technology for School Administrators (3 credits)**

*Prerequisite: EDLE 501*

New administrative software will be reviewed as each student becomes proficient in the use of a microcomputer. Students will also become familiar with educational uses of interactive television, videodisk and hypercard. Distance learning and cooperative projects will also be addressed.

**EDLE 578 - Curriculum Improvement (3 credits)**

*Prerequisite: EDLE 501*

Contemporary theories of curriculum design and evaluation are explored. Students are expected to develop an eclectic approach to curriculum improvement based upon those theories and upon contemporary organizational factors, including leadership and management. Material is presented relating to developing community education programs and to personnel and program planning.

**EDLE 579 - Education of Diverse Populations - Sheltered English Immersion (SEI) (3 credits)**

This course will focus on the responsibility of educators to create and facilitate school environments, culture and climate that promotes the success of diverse learners including English Language Learners (ELLs). It will enhance educators' abilities in analyzing various situations through multiple lenses as well as foster educational opportunities for all students including those from linguistically and culturally diverse populations. It will also provide initial licensure candidates with the subject knowledge, skills and behaviors necessary to promote instructional programs that meet the needs of all ELLs through Sheltered English Immersion strategies (SEI). The collaborative nature of this course will provide opportunities for students to work with other educators in diverse school settings, learn about issues and programs, and develop plans of action to address issues identified as roadblocks to success of ELLs. Throughout this course, students will be encouraged to recognize, examine and challenge assumptions about the diverse groups in their own community. A 25-hour field experience is required.

**EDLE 582 - Practicum in School Business Administration (3 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits.

**EDLE 583 - Practicum in Supervisorship/Directorship (3 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits.

**EDLE 584 - Practicum in Elementary School Principalship (3 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits.

**EDLE 585 - Practicum in Middle School Principalship (3 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits.

**EDLE 586 - Practicum in High School Principalship (3 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits.

**EDLE 601 - Educational Leadership and School Reform (3 credits)**

As a gateway course in the CAGS and PM-LEAD programs for current and future school leaders, this course provides content knowledge and skills required for the development, promotion and commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. A major objective of this course is to engage students to examine their core values and align their vision of education for the future reformers of schools/districts. The detailed review of major concepts of leadership theories is a second major objective. Students study the changing nature of modern organizations and critical leadership skills, including decision-making, team building and the fostering of collaboration in schools. As part of the process, students will begin the development of the electronic portfolio that will be used to showcase required program performance assessments. A 25-hour field experience is required.



**EDLE 603 - Directed Study in School Administration (3 credits)**

*Prerequisite: EDLE 670 and consent of the department; formal application required*

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**EDLE 612 - Effective Supervision and Administration of Special Education Programs (3 credits)**

*Prerequisite: EDLE 601 and must be enrolled in Educational Leadership program*

This course provides an overview of the functions, responsibilities, and issues in the design, administration and supervision of special education programs at the federal, state and local levels. The administrator, supervisor or special education coordinator also designs, implements and supervises the interactions between regular education and special education and the processes for identifying and serving students with disabilities. Topics explored include special education law, IEP (development, implementation and evaluation), eligibility of students with disabilities, inclusion, co-teaching and program development as well as the fiscal aspects of special education. These topics will be explored through discussion, research, readings, class presentations and face-to-face or online discussion forums. A 25-hour field experience is required.

**EDLE 661 - Effective School Leadership for Elementary Schools (3 credits)**

*Prerequisite: EDLE 601; course restricted to cohort members*

This course addresses principles of effective leadership and management for elementary schools. Emphasis is on the role of the principal as an instructional leader and manager of change. Specific topics include goal setting, site-based management and team leadership as well as operational issues involving plant management, scheduling and fiscal administration.

**EDLE 662 - Effective School Leadership for Middle Schools (3 credits)**

*Prerequisite: EDLE 601; course restricted to cohort members*

This course addresses principles of effective leadership and management for middle schools. Emphasis is on the role of the principal as an instructional leader and manager of change. Specific topics include goal setting, site-based management and team leadership as well as operational issues involving plant management, scheduling and fiscal administration.

**EDLE 663 - Effective School Leadership for High Schools (3 credits)**

*Prerequisite: EDLE 601; course restricted to cohort members*

This course addresses principles of effective leadership and management for high schools. Emphasis is on the role of the principal as an instructional leader and manager of change. Specific topics include goal setting, site-based management and team leadership as well as operational issues involving plant management, scheduling and fiscal administration.

**EDLE 664 - The Personnel Function of Public Schools (3 credits)**

*Prerequisite: EDLE 670; course restricted to cohort members*

Staff selection and development will be studied in the context of the personnel function of public schools as well as techniques of clinical supervision. In addition, strategies such as peer coaching and microteaching, designed to enable the practitioner to pro-mote effective teaching, will be examined. Students will assess the effectiveness of personnel and staff development program approaches as integral to long-range organizational development.

**EDLE 665 - Fiscal Aspects of School Administration (3 credits)**

*Prerequisite: EDLE 670; course restricted to cohort members*

This course deals with all aspects of the financing of public schools in Massachusetts and the implementation of Proposition 2 1/2 and the Educational Reform Act of 1993. Major topics include fiscal planning for technology, capital improvements and programs and services. Plant management, accounting, purchasing, transportation, food service and revolving accounts are covered in detail.

**EDLE 669 - Concepts and Cases in School Law (3 credits)**

*Prerequisite: EDLE 670; course restricted to cohort members*

Constitutional, statutory, regulatory and contractual aspects of public schools are studied. The procedures and strategies for their development and the political implications of their implementation are discussed and analyzed through case studies. Massachusetts Reform Law and the development and implementation, monitoring and revision of school committee policies and procedures are main focus of this course.

**EDLE 670 - Certificate of Advanced Graduate Study (CAGS) Seminar (3 credits)**

*Prerequisite: Course restricted to cohort members*

This course is the first course of the program. A major objective of this course is to challenge each student to examine his/her core values and to articulate a vision of public education for the future. The introduction of major concepts of leadership theory is a second major objective. Students study the changing nature of modern organizations and critical leadership skills, including decision-making, team



building and the fostering of collaboration in schools. In addition, each student will identify an area of “concern” in his/her district that can become the topic for the required leadership project.

#### **EDLE 672 - Technology for Administrators (3 credits)**

*Prerequisite: EDLE 601; course restricted to cohort members*

This course will examine the many uses of technology in a school administrative setting. Attention will be given to using several computer software management programs, examining state and federal initiatives and guidelines concerning technology in K-12 education, creating administrative multimedia presentations and assessing personal strengths and weaknesses in the use of technology in school administrative roles. Discussions concerning the ethical use of technology in an educational setting will help clarify the role of school administrators as leaders in promoting student and faculty awareness of the proper use of information mediums.

#### **EDLE 674 - Designing and Evaluating the School/District Professional Learning Community (3 credits)**

*Prerequisite: EDLE 601 and must be enrolled in Educational Leadership program*

This course prepares aspiring/current leaders to create school learning communities capable of providing ongoing support for adult and student learning. It explores how professional learning communities create a culture of success by promoting student achievement, evaluating data to establish goals, cultivating collaboration among educators, responding to challenges and encouraging positive school reform. Students are also provided with tools that can be used to conduct on-going evaluation of learning communities for continuous improvement. A 25-hour field experience is required.

#### **EDLE 675 - Research Issues in School Administration (3 credits)**

*Prerequisite: EDLE 601; course restricted to cohort members*

School leaders have a responsibility to be reflective practitioners and to develop and instill in others the habits of mind that foster inquiry and the active pursuit of school improvement. This course has three primary purposes: 1) to foster skillful and discriminating consumers of educational research; 2) to help participants understand the implications of research for school leaders; and 3) to enable each participant to complete first drafts of the background and significance and literature review of his/her leadership project. In the process, research methodologies and their applications in the school setting will be reviewed.

#### **EDLE 676 - Managing Resources: Human, Financial and Facilities (3 credits)**

*Prerequisite: EDLE 601 and must be enrolled in Educational Leadership program*

This course deals with all aspects of the financing and staffing of public schools in Massachusetts. Major financial topics include the continuing impact of Proposition 2 1/2, the educational Reform Act of 1993 and the evolving No Child Left Behind federal legislation; fiscal planning for capital improvements; planning and evaluating auxiliary programs and services in the school district, such as extracurricular activities, transportation and food services. Major human resource topics include staff selection and development including theories and techniques of supervision, new state-mandated evaluative procedures to assess the effectiveness of programs and personnel, mentoring and other in-service education, collective bargaining and impacting legislation for the benefit of the public schools. A 25-hour field experience is required.

#### **EDLE 677 - Systems Planning for Educational Leaders (3 credits)**

*Prerequisite: EDLE 601; course restricted to cohort members*

Successful educational planning and managerial strategies to assess and define needs, establish priorities, set goals, allocate resources, implement plans and facilitate the instructional process in response to the needs of learners, teachers and the community are explored. Major topics include systems thinking and planning and the principles of total quality management applied to the educational setting. Additionally, this course examines recent research on planning and organizational development in education.

#### **EDLE 678 - Curriculum Development and Program Management (3 credits)**

*Prerequisite: EDLE 601; course restricted to cohort members*

This course focuses on the analysis of factors influencing curriculum design, research and reform, including the frameworks in Massachusetts, assessment and evaluation. Trends in curriculum theory and leadership role of administrators in curriculum alignment, instrumental planning, and program assessment are major topics.

#### **EDLE 679 - Practicum in School Business (3 or 6 credits)**

*Prerequisite: EDLE 601 and acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 680 - Practicum in Administration of Special Education (3 or 6 credits)**

*Prerequisite: EDLE 601 and acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 681 - CAGS Externship (3 credits)**

*Prerequisite: EDLE 601; course restricted to cohort members*

All CAGS students must complete a leadership project that combines theory and practice and contributes to the knowledge base of educational practitioners. This course focuses on the implementation, documentation and reporting of the student leadership project. Participants, working under the guidance of the instructor, complete their projects and defend them in oral comprehensive examinations. Graded on a (P) Pass/(N) No Pass basis.

**EDLE 682 - CAGS Externship II (1 credit)**

*Prerequisite: EDLE 670 and EDLE 681; course restricted to cohort members*

A continuation of EDLE 681. Students who do not complete their leadership project in EDLE 681 in an academic year will be required to register for EDLE 682 each semester thereafter (fall and spring) until the project is completed. Graded on a (P) Pass/(N) No Pass basis.

**EDLE 683 - Practicum in Supervisorship/Directorship (3 or 6 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 684 - Practicum in Elementary School Principalship (3 or 6 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 685 - Practicum in Middle School Principalship (3 or 6 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 686 - Practicum in High School Principalship (3 or 6 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 687 - Practicum in Superintendency/Assistant Superintendency (3 or 6 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with the university supervisor and meet

for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 688 - Practicum in Directorship of Guidance (3 or 6 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 689 - Practicum in Directorship of Pupil Personnel Services (3 or 6 credits)**

*Prerequisite: Acceptance and retention in the Educational Leadership Program and consent of the department; formal application required*

The practicum is a two-semester field-based experience in which the student engages in responsibilities at the level of the appropriate licensure sought by applying the subject matter, knowledge, skills and behaviors outlined in the Massachusetts Professional Administrator standards. In addition to field-based activities, students participate regularly in an online seminar with university supervisor and meet for four to six face-to-face sessions at the university and practicum site. This course may be repeated once for a maximum of six credits. A 25-hour field experience is required.

**EDLE 691 - The School Superintendency (3 credits)**

*Prerequisite: EDLE 670*

This course explores topics related to the school superintendency, including the nature of the role itself, the skills and competencies needed to prosper in it, critical issues facing superintendents and schools and the dynamics of organizations and perspectives for understanding them.

## **Educational Leadership: Other Approved Courses**

**EDLE 559 - Administration of Community Education Program**

**EDLE 567 - Human Concerns in the Schools (3 credits)**

A study of theory, research and practice in the area of human relations in the school including public relations; clear and appropriate communication; and equitable, sensitive and responsive relations with students, teachers, parents and the community.

**EDLE 576 - Issues for Women Administrators**

**EDLE 667 - Communication Between and Among School Stakeholders (3 credits)**

*Prerequisite: EDLE 670; course restricted to cohort members*

Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience, targeting the message, identifying power structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community-relations issues including working with the media, business partnerships, school councils and parental interactions are covered.

### ■ **Elementary Education**

**ELED 120 - Child Study in the Early Childhood and Elementary Education Classroom (3 credits)**

This course is designed for anyone interested in pursuing an elementary or early childhood teaching license. The goal of this course is to offer integrated knowledge of child educational development, classroom behaviors of children, teaching and the professional roles of school-based faculty and staff. Students will study the physical, social, emotional, cognitive and linguistic development and learning characteristics of children up to grade six. Content to be covered includes diversity in the classroom, English language learners, child educational development theories and research, and the roles and responsibilities of school faculty and staff in meeting children's developmental needs. This course requires 20 hours of observation in an elementary classroom, and the school may request a Criminal Offenders Record Information.

**ELED 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others by consent of instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered fall semester.*

**ELED 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others by consent of instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered spring semester.*

**ELED 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**ELED 200 - Introduction to Computers for the Elementary School Classroom (3 credits)**

Designed as a computer literacy course for K-6 pre-service teachers, in-service teachers and supervisory personnel. The course covers the history, capabilities, role and literacy in computer education. Early childhood and elementary school applications are to be explored in a computer laboratory setting. No prior knowledge or experience with computers is assumed. *Offered either semester.*

**ELED 220 - Introduction to Elementary Education (3 credits)**

This foundations course examines elementary education (grade 1 through grade 6) from a variety of perspectives including historical, sociocultural, and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into Bridgewater's teaching licensure program.

**ELED 240 - General Curriculum: The Content of the Curriculum (1-6) (3 credits)**

This course is designed to provide an introduction into the Massachusetts Curriculum Frameworks and the Common Core State Standards curriculum outline that has been adopted throughout the United States as the basis for the curriculum for grades 1-6. This course will not only help students learn about the topics included in the Massachusetts Curriculum Frameworks/Common Core and school expectations for elementary school students, but it will also help teacher candidates prepare for taking the multi-subject portion of the General Curriculum MTEL® and Praxis.

**ELED 250 - Foundations of Reading (3 credits)**

This course will explore topics identified by the Foundations of Reading MTEL® (Massachusetts Test for Educator Licensure) and other tests that measure knowledge related to reading and language development. MTEL® objectives will be emphasized, supported by content from the five areas of the Put Reading First Initiative: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Teacher candidates may enroll in this course prior to being admitted to the Professional Education courses and professional courses. *(Formerly ELED 320)*

**ELED 260 - Classroom Experience in Elementary or Early Childhood Education (3 credits)**

*Prerequisite: ELED 220 or ECED 230*

The main focus of this course is to offer service learning in the classroom. This course mandates 60 hours in an early childhood or elementary classroom and six three-hour seminars as scheduled. Participants will be given performance-based assignments to be completed in the classroom. Seminars will be held on classroom organization and management, developmental appropriate practices, small group instruction and effective practices.

**ELED 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others by consent of instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered fall semester.*

**ELED 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others by consent of instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered spring semester.*

**ELED 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

#### **ELED 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

#### **ELED 300 - Elementary Art Methods (.5 credit)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum*

An introduction to methods and materials in art for the elementary teacher. Art projects typical of those done by children in grades K-6 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a (P) Pass/(N) No Pass basis. Offered either semester.

#### **ELED 310 - Teaching Science and Social Studies in the Elementary School (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum*

This course will examine the development of current curriculum that will influence the teaching of science and social studies. Emphasis will be placed on the methodologies of these disciplines with a strong focus on cooperative learning, assessment and hands-on science.

#### **ELED 313 - Teaching Science in the Elementary School (3 credits)**

*Prerequisite: Admission the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum, including Mathematics subtest*

This course will examine the development of lessons and curriculum for the teaching of science in elementary school. Emphasis will be placed on the methodologies of constructivist science teaching, scientific inquiry, cooperative learning and assessment. Students will plan and implement units of science study that are based on the methodologies learned and on state and national standards. This course will also help students understand engineering and technology principles and their relation to science.

#### **ELED 330 - Teaching Reading in the Elementary School (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum*

A consideration of the teaching/learning processes involved in the acquisition of literacy: modeling teacher-child interactions and independent exploration. Careful monitoring of pupil progress and appropriate interventions are emphasized. Offered either semester.

#### **ELED 340 - Teaching Language Arts in the Elementary School (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum*

Strategies in the elementary school to enhance the communication skills of reading, writing, listening and speaking through pupil involvement in purposeful communication will be stressed. Special emphasis will be given to the teaching of writing and to the development of thinking skills through questioning. Offered either semester. (CWRM)

#### **ELED 344 - Teaching Language Arts and Social Studies in the Elementary Classroom (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum, including Mathematics subtest*

This course will consider and practice classroom strategies for use in the elementary school to enhance the underlying and interdependent competencies of Language Arts (reading, writing, listening, speaking, viewing and visually representing), as well as the several delineated conceptual, skill and knowledge areas of social studies (history, geography, civics, government and economics) through pupil involvement



in purposeful and critical communication activities. Special emphasis will be given to the teaching of writing within the environment of a writer's workshop and will also be given to the development of critical thinking skills needed to become a lifelong learner as a teacher of writing and social studies. The major practice point of the course will involve a writing pre-practicum project that will provide teacher candidates with an emerging experience in the teaching of writing in both tutorial and small group settings in a nearby elementary school.

### **ELED 350 - Teaching Mathematics in the Elementary School (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum*

Examining the purpose and content of the contemporary elementary school mathematics curriculum, this course emphasizes how children learn mathematics, a wide variety of teaching procedures and instructional materials, evaluation techniques for use in the classroom and pedagogical methodology for individualization. Designed also to create awareness of affective experiences in the teaching/learning process of elementary school mathematics. *Offered either semester.*

### **ELED 355 - International Study Tour in Elementary Education (3 credits)**

*Prerequisite: Acceptance through the International Programs Office*

This course will offer students a chance to examine educational structures, policies and institutions of diverse societies and the influence of education on the different aspects of those societies. The travel study tour will begin with pre-travel planning at Bridgewater State University where students have the opportunity to study the destination's educational system and related issues. Course contact will vary depending on faculty and topic selected, as will the specific content requirements and instructional strategies.

### **ELED 360 - Teaching in a Standards-Based, Inclusive Elementary Classroom (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum*

This course explores ways to plan, teach and assess in a standards-based, inclusive classroom. Topics include standards-based curriculum development, constructivism, education evaluation, and assessment (including the design of a professional teaching portfolio). Classroom-based "inclusive" models and teaching strategies and professional teaching standards will be examined. *Offered either semester.*

### **ELED 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth Honors and Departmental Honors students and to others by consent of instructor*

The Honors Thesis is the culmination of a student's work in the Honor's Program, and may consist of either one or two semesters' pursuit of an advanced student-generated project. Students meet regularly with their thesis adviser. The thesis is read for approval by the department honors committee or its designees. This course may be taken twice for a maximum of six credits.

### **ELED 490 - Supervised Teaching in the Elementary Schools: Art (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

Supervised experiences in classroom art activities. Experiences gained in teaching techniques, materials, individual differences, and classroom management. Supervision by the cooperating teacher and college supervisor. Full time for either one quarter or a full semester. *Offered either semester. May be taken for graduate-level credit.*

### **ELED 491 - Internship in Elementary Education (6 or 12 credits)**

*Prerequisite: Employment in a host school system; completion of all College of Education and Allied Studies and Departmental requirements; approval by the department (including site and mentor)*

An internship is a supervised experience for one semester (at least 400 clock hours). To be eligible for an internship a candidate must be employed by the school system and be in the role of an elementary classroom teacher. During this internship a candidate will gain experience and refine his/her skills as a classroom teacher. Interns will have a qualified, on-site mentor and will be supervised by the university. A candidate must demonstrate his/her competencies for initial teaching licensure and complete documentation requirements. *May be taken for graduate-level credit.*

### **ELED 492 - Supervised Teaching in Public Schools: Elementary (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

This student-teaching practicum is a supervised experience for one semester. Candidates are assigned by the College of Education and Allied Studies to an appropriate elementary-school classroom (grades 1-6) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all departmental requirements. *May be taken for six or 12 credits. Dual licensure majors take ELED 492 for six credits. Offered either semester. May be taken for graduate-level credit.*



**ELED 498 - Internship in Elementary Education (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*

Off-campus experience in an area related to the major. In-depth exposure to educational programs, centers and institutions. This internship does not lead to teacher licensure. This course may be repeated for a maximum of 15 credits.

**ELED 499 - Directed Study in Elementary Education (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**ELED 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ELED 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ELED 510 - Fundamentals of Elementary Education (3 credits)**

This course is intended to be an introductory course at the graduate level for candidates seeking initial licensure as an elementary teacher (grades 1-6). The course is designed to offer students an understanding of numerous relevant topics in education, for example, the foundations of education as it relates to student learning, effective instructional practices and appropriate accommodations for diverse learners, classroom management models, lesson plan models, diversity and exceptionalities, technological applications for the elementary classroom and resources for practicing teachers. The course is also designed to help students make an informed decision as to their choice of becoming an elementary teacher. During a 40-hour pre-practica experience, aspiring teachers grow as professional educators as they interact with teachers and children, confirming their choice as an elementary educator. *Offered fall and spring semester and summer session I.*

**ELED 511 - Theory and Practice in Teaching Reading (3 credits)**

*Prerequisite: Admission to the MEd in Elementary Education (Initial Licensure) program and completion of ELED 510*

A thorough explanation is given of the social-psycho linguistic view of reading and its practical application in the elementary classroom. The acquisition of literacy will be explored through alphabetic principle, guided reading techniques, self-monitoring, teacher-child interactions and a variety of assessments. Students will design, implement and reflect on research-based elementary level reading lessons. The English/Language Arts Curriculum Framework will serve as a guide for classroom instruction.

**ELED 512 - Theory and Practice in Teaching Language Arts (3 credits)**

*Prerequisite: ELED 510 and admission to the Professional Education Program*

Explorations of language development and acquisition, writing processes and strategies, a variety of genres, motivational techniques and assessment tools will focus around integral components of the Language Arts Program. Effective literacy teaching techniques and strategies will be modeled and explained. Students will design, implement and reflect on research-based elementary language arts lessons. The Massachusetts English/Language Arts Framework will be used as a guide to instruction within the elementary classroom.

**ELED 513 - Mathematical Applications for the Classroom (3 credits)**

*Prerequisite: Admission to the MEd in Elementary Education (Initial Licensure) program and completion of ELED 510*

Teaching in the context of current research about how children learn mathematics, this course helps participants develop an understanding of what it means to do mathematics. Participants will explore and experience ways math can be taught through problem solving that develops both concepts and procedures. The Massachusetts State Frameworks and National Standards will be considered.

**ELED 514 - Exemplary Practice in Science and Social Studies Classrooms (3 credits)**

*Prerequisite: ELED 510 or ECED 510; and admission to the Professional Education Program*

Students in this class will examine the science content and process, which lead to inquiry teaching and learning in the global society. Emphasis will be placed on the acquisition of scientific literacy and global understanding for all students. The Massachusetts State Frameworks and National Standards will be considered. The course will prepare beginning teachers to bring innovation and excellence to all students in diverse classrooms.

**ELED 515 - Differentiating Instruction: Creating Inclusive Classrooms (3 credits)**

*Prerequisite: Admission to the MEd in Elementary Education (Initial Licensure) program and completion of ELED 510*

By participating in in-class and out-of-class experiences and by reviewing the literature related to child development, researched-based instructional and assessment practices and other related topics relevant to differentiating instruction, including child-study procedures and current laws, teacher candidates will be able to use assessment to guide classroom practices and instructional supports to differentiate instruction for all learners.

### **ELED 517 - Exemplary Practice in Science Classrooms (3 credits)**

*Prerequisite: Admission to the MEd in Elementary Education (Initial Licensure) program and completion of ELED 510*

This course will enable students to critique and develop science lessons and curriculum used in elementary schools. Emphasis will be placed on the nature of science and methodologies of constructivist science teaching, scientific inquiry, cooperative learning, and assessment. Students will plan and implement units of science study that are based on the methodologies learned and on state and national standards. This course will also help students understand engineering and technology principles and their relation to science.

### **ELED 519 - Theory and Practice in Teaching Language Arts and Social Studies (3 credits)**

*Prerequisite: Admission to the MEd in Elementary Education (Initial Licensure) program and completion of ELED 510*

This course will consider and practice classroom strategies for use in the elementary school to enhance the underlying and interdependent competencies of language arts (reading, writing, listening, speaking, viewing and visually representing), as well as the several delineated conceptual, skill and knowledge areas of social studies (history/geography, civics/government, economics) through candidate involvement in purposeful and critical communication activities. Special emphasis will be given to the teaching of writing within the framework of a writer's workshop and to the development of critical thinking skills needed to become a life-long learner as a teacher of writing and social studies. The seamless integration of the language arts into the content areas will be considered throughout the course with a global perspective being the overall organizing principle of this integration.

### **ELED 535 - Mentoring Beginning Teachers (3 credits)**

*Prerequisite: Consent of department chairperson*

This course provides preparation and support for cooperating teachers, who are faculty members of local school districts. Each person who is enrolled in the course has a Bridgewater State University student teacher. Cooperating teachers will learn various tools to observe their student teachers in the classroom. Course participants will learn how to plan and conduct pre-observation and post-observation conferences. In addition, cooperating teachers will study the problems and issues facing beginning teachers in culturally diverse classrooms.

### **ELED 554 - Graduate Seminar in Elementary Education (3 credits)**

*Prerequisite: GRPP 501 and EDMC 530 and EDMC 531 and EDMC 532 and EDMC 533 and five content electives preapproved by adviser (no more than two of any content area)*

This course is an integration of formal study, current research and personal experience. Each student will make an extensive study of a significant problem in elementary teaching.

### **ELED 560 - Special Topics in Elementary Education (variable credit)**

*Prerequisite: Course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in elementary education will be offered from time to time. The topic to be addressed will be announced prior to registration. May be taken more than once with the consent of the adviser.

### **ELED 567 - Contemporary Teaching Techniques for Mathematics (3 credits)**

*Prerequisite: ELED 350*

Along with creating a comfortable mathematics environment, this course considers how to assist the student in problem-solving processes, appraisal of current mathematical programs, diagnosing computational error patterns, integrating the computer into the mathematics curriculum. Other selected topics are explored in light of current mathematical standards and trends.

### **ELED 571 - International Study Program in Elementary Education (3 credits)**

*Prerequisite: Consent of the International Programs Office*

This course will offer Bridgewater State University students a chance to examine educational structures, policies and institutions of diverse societies and the influence of education on different aspects of those societies. The travel study abroad program will begin with pre-travel planning at Bridgewater State where students have the opportunity to study the destination's system and related issues. Course content will vary depending on faculty and topic selected, as will the specific content requirements as long as Bridgewater State requisites are followed. Each course will use a variety of instructional strategies, once again depending on their professor's intentions, goals for the students and resources available in-country. This course is repeatable for credit.

### **ELED 591 - Employment-Based Practicum: Elementary Education (12 credits)**

*Prerequisite: Matriculation into the MEd Elementary Education program (Initial License); a passing score in all state licensure exams required for elementary teachers prior to enrolling in this course; employment in a host elementary school as the classroom teacher of record; completion of all College of Education and Allied Studies and departmental requirements; application to the department; approval*

by the Department of Elementary and Early Childhood Education as well as the site of employment and the on-site mentor.

This is an employment-based practicum where the candidate is employed as the official teacher of record for the elementary classroom and will be in the role of the elementary classroom teacher. During this practicum, the candidate will gain experience and refine his/her skills as an elementary classroom teacher. Candidates will have a qualified, on-site mentor and will be supervised by the university. The candidate must demonstrate his/her competencies for initial teaching licensure and complete documentation requirements.

#### **ELED 592 - Practicum: Elementary Education (6 or 12 credits)**

*Prerequisite: Acceptance and good standing in teacher preparation program*

This graduate-level practicum involves supervised experiences in classroom activities and experiences gained in teaching techniques, individual differences and classroom management. Opportunities are available in a variety of instructional environments. Supervision by the cooperating teacher and university supervisor. Full-time for either one quarter or a full semester. *Offered either semester.*

### **Elementary Education: Other Approved Courses**

#### **ELED 362 - Methods and Materials in Elementary Art (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

The objective of art education, role of the classroom teacher, developmental stages in the creative growth of children; materials, processes, tools and teaching procedures which will foster this growth at the various grade levels; correlation of art with other subject fields and evaluation of student progress. *Offered evenings and summers only.*

#### **ELED 390 - Field-Based Practicum**

#### **ELED 457 - Strategies for Managing Classroom Behavior (3 credits)**

This course will assist education students in developing their skills in classroom management. Consideration will be given to successful management models and teaching strategies as they apply to the developmental levels of children. *Offered evenings and summers only. May be taken for graduate-level credit.*

#### **ELED 494 - Supervised Teaching in the Elementary School—Music**

#### **ELED 520 - The Changing Context of Teaching: Mentoring, Clinical Supervision and Peer Coaching**

#### **ELED 551 - Discovering Science: Current Elementary School Science Program**

#### **ELED 552 - Advanced Methods for Teaching Science and Social Studies: Theory into Practice**

#### **ELED 556 - Curriculum for the Gifted Child in Elementary Schools**

#### **ELED 573 - Developing Elementary School Curriculum**

#### **ELED 590 - Advanced Research Topics in Computer Education for the Elementary School**

### ▪ **ENGLISH**

#### **ENGL 101 - Writing Rhetorically (3 credits)**

*Prerequisite: Placement test*

By intensive practice in composing persuasive texts, writers explore various techniques for discovering, developing and organizing ideas in relation to rhetorical context. Special attention is given to developing an effective writing process and an awareness of the relationships among text, audience and purpose. (CWR1)

#### **ENGL 102 - Writing Rhetorically with Sources (3 credits)**

*Prerequisite: ENGL 101 or placement test*

Continuing to develop knowledge of persuasive writing and rhetoric, the writer learns and practices various approaches to conducting research and to integrating the ideas of others into one's own text. Emphasis is on writing longer and more substantive texts that incorporate a variety of sources. (CWR2)

#### **ENGL 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor and ENGL 102*

Freshman Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

**ENGL 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor and ENGL 102*

Freshman Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

**ENGL 144 - Academic Strategies Colloquium (1 credit)**

*Prerequisite: Consent of Academic Achievement Center*

This course is a required co-requisite for targeted sections of ENGL 101. Under faculty supervision, students acquire strategies such as developing thesis into argument and integrating opinion into argument, which will enhance their success in the co-requisite course.

**ENGL 145 - Academic Strategies Colloquium (1 credit)**

*Prerequisite: ENGL 101 and consent of the Academic Achievement Center*

This course is a co-requisite for targeted sections of ENGL 102 Writing II. Under faculty supervision, students develop the strategies necessary to develop a sustained research paper following academic norms, which will enhance their success in the co-requisite course. Based on each student's needs, students will participate in a book club or be given a conversation partner.

**ENGL 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**ENGL 200 - Personal and Public Writing (3 credits)**

*Prerequisite: ENGL 102*

This course will explore ways writers move from personal, private writing into more public spheres. Narrative, ethnographic writing, representation, case studies, and genre are concepts which help students consider how writers situate themselves in their research in order to enter and intervene in ongoing public conversations. Students will bring rhetorical awareness to writing projects as they consider various strategies and audiences. (CWRT)

**ENGL 201 - Technical Writing I (3 credits)**

*Prerequisite: ENGL 102*

This course emphasizes writing with practical applications such as summaries, abstracts, outlines, proposals, interviews, progress reports and a guided research paper. Subject matter is often drawn from the students' own disciplines. (CWRT)

**ENGL 202 - Business Communication (3 credits)**

*Prerequisite: ENGL 102*

This course focuses on the analysis and creation of documents that rely on a critical understanding of reader-text relationships, rhetorical contexts, and visual rhetoric. In this course, students gain experience with genres that are used in a variety of disciplines and workplaces, such as letters, memos, proposals, instructions, final reports, and Web pages. (CWRT)

**ENGL 203 - Writing About Literature (3 credits)**

*Prerequisite: ENGL 102; open to English majors and minors only*

This course will help students develop the skills needed for writing papers in upper-level literature courses. By reading, discussing and writing about works in various genres, students will learn what sorts of questions are likely to generate insight into a work of literature, how to develop and support such insights in a paper, how to distinguish a valid from an invalid interpretation and how to use the specialized terminology associated with each of the major genres.

**ENGL 204 - Responding to Writing (1 credit)**

*Prerequisite: ENGL 102 and consent of the Director of the Writing Studio*

This course teaches students to negotiate the demands of responding to writers and their work face-to-face and one-on-one, with an

emphasis on collaborative learning techniques, writing processes, interpersonal dynamics and rhetorical analysis. This course is repeatable for up to three credits.

**ENGL 205 - Supporting Second Language Learners (1 credit)**

*Prerequisite: ENGL 102 and consent of the director of Second Language Services*

This one-credit course teaches students how to effectively support second language learners in one-on-one sessions and in small groups, with the emphasis on collaborative learning techniques, language learning as a process and contrastive rhetoric. Students will explore major theoretical approaches to second language acquisition, discuss the role of cross-cultural differences in second language discourse, and develop effective language support strategies to use in one-on-one and/or small group setting. The course may be repeated for a maximum of three credits.

**ENGL 211 - Literary Classics of Western Civilization to 1600 (3 credits)**

*Prerequisite: ENGL 102*

Major works of Western literature from ancient times through the Renaissance are studied. The course encompasses diverse literary forms and themes through such works as the Bible, Homeric epic, Greek drama, and The Divine Comedy. (CGCL; CHUM; CWRT)

**ENGL 214 - The Classical Tradition (3 credits)**

*Prerequisite: ENGL 102*

Major Greek and Roman writers in Modern English translation are studied. Included will be such figures as Homer, Sophocles, Plato and Euripides. (CGCL; CHUM; CWRT)

**ENGL 221 - Major British Writers to 1800 (3 credits)**

*Prerequisite: ENGL 102*

Representative works by major British writers from the Anglo-Saxon period through the 18<sup>th</sup> century are studied, including such figures as Chaucer, Shakespeare, Milton, Donne, Pope and Swift. (Satisfies English Literature before 1800 area requirement. Credits only applied once.) (CHUM; CWRT)

**ENGL 222 - Major British Writers since 1800 (3 credits)**

*Prerequisite: ENGL 102*

Representative works by major British writers of the 19<sup>th</sup> and 20<sup>th</sup> centuries are studied, including such figures as Wordsworth, Keats, Tennyson, Dickens, Shaw, Yeats, Eliot, Woolf and Joyce. (CHUM; CWRT)

**ENGL 223 - Survey of British Literature to 1800 (3 credits)**

*Prerequisite: ENGL 102; open to English majors and minors only*

This survey course will acquaint English majors and minors with key literary texts from the Anglo-Saxon, medieval, Renaissance and 18<sup>th</sup> century periods. Students will study literary historical periods, the development of literary forms and genres, and the historical and cultural contexts informing these writers' world views. This course will investigate the self-image of the island nation that established one of the world's greatest empires. Writers may include Bede, the Beowulf Poet, the Gawain Poet, Julian of Norwood, Chaucer, Marlowe, Shakespeare, Donne, Marvell, Milton, Haywood, Pope and Swift.

**ENGL 226 - Writing about Writing (3 credits)**

*Prerequisite: ENGL 102*

As the gateway course to the Writing and Writing Studies concentration and minor, this course introduces students to writing as a subject of inquiry. Students explore their own experiences with writing, read landmark research on writing, investigate topics related to writing, and learn more about opportunities for writing and writing research at BSU and beyond.

**ENGL 227 - Creative Nonfiction Writing Workshop (3 credits)**

*Prerequisite: ENGL 102 or consent of instructor*

Class members will study the art and craft of creative nonfiction writing through the reading and discussion of published creative nonfiction and creative nonfiction written by students. The goal of this course is to improve writing through careful reading and reflection, thoughtful discussion of and written response to student produced creative nonfiction. May be repeated once for credit.

**ENGL 228 - Fiction Writing Workshop (3 credits)**

*Prerequisite: ENGL 102*

Class members will study the art and craft of fiction writing through the reading and discussion of published stories and stories written by students. The goal of this course is to improve writing through careful reading and reflection, thoughtful discussion of and written responses to student produced fiction. This course may be repeated once for credit.

**ENGL 229 - Poetry Writing Workshop (3 credits)**

*Prerequisite: ENGL 102*



Class members will study the art and craft of poetry writing through the reading and discussion of published poems and poems written by students. The goal of this course is to improve writing through careful reading and reflection, thoughtful discussion of and written responses to student produced poetry. This course may be repeated once for credit.

**ENGL 230 - Creative Writing (3 credits)**

*Prerequisite: ENGL 102*

In this course, students experiment in multiple genres in a workshop setting addressing issues of craft, form and style. Students will practice critical response to student and external models.

**ENGL 231 - Major American Writers to 1865 (3 credits)**

*Prerequisite: ENGL 102*

Representative works by major American writers from the 17<sup>th</sup> century through the Civil War are studied. Included are such figures as Franklin, Wheatley, Poe, Emerson, Douglass, Hawthorne, Melville and Whitman. (CHUM; CWRT)

**ENGL 232 - Major American Writers since 1865 (3 credits)**

*Prerequisite: ENGL 102*

Major American writers from the Civil War to the present are studied including such figures as Twain, Dickinson, James, Frost, Hemingway and Faulkner. (CHUM; CWRT)

**ENGL 233 - Introduction to the African-American Novel (3 credits)**

*Prerequisite: ENGL 102*

African-Americans have distinguished themselves artistically in many modes of expression, but perhaps none as profoundly as the novel. Tracing the development of this tradition that began before slavery's end, students will read the works of writers such as Hannah Crafts, Zora Neale Hurston, Richard Wright, Ralph Ellison, Alice Walker and Toni Morrison. The course will present these novels not only in their historical and cultural contexts but also in the evolving narrative tradition of African-American writers. Students will understand better how the human questions posed by familiar American authors are also explored by African-American novelists. (CHUM; CMCL; CWRT)

**ENGL 234 - Survey of American Literature (3 credits)**

*Prerequisite: ENGL 102; open to English majors and minors only*

This survey course will acquaint English majors with key American literary texts and literary-historical periods (colonial, early republican, romantic, realist, naturalist, modernist and postmodernist). Examining literature in the context of 400 years of cultural and historical change, the course will investigate constructions of U.S. national identity as well as changes in literary conventions. Writers may include Bradstreet, Rowlandson, Franklin, Poe, Emerson, Douglass, Melville, Whitman, Dickinson, Twain, James, Hughes, Stein, Hemingway, Faulkner, Morrison, Pynchon and Alexie.

**ENGL 241 – Shakespeare (3 credits)**

*Prerequisite: ENGL 102*

This general introduction to Shakespeare's plays is set against the background of his time and includes a detailed study of representative tragedies, comedies and histories. (CHUM; CWRT)

**ENGL 251 - Literary Themes (3 credits)**

*Prerequisite: ENGL 102*

Major literary texts are examined from the perspective of a common theme. In a given semester the course might concern itself with love, the family, madness, law, nature (as examples of particular themes) to illustrate how writers from diverse cultures and/or historical periods working with different genres shape imaginative responses to enduring themes. This course may be repeated for different topics. (CHUM; CWRT)

**ENGL 252 - Literary Types (3 credits)**

*Prerequisite: ENGL 102*

Major literary texts are examined from the perspective of one genre or type and focus in a given semester on the novel, drama, poetry, short story and biography. Works from diverse cultures and/or historical periods will be used to illustrate how conventions of type or genre shape a writer's discourse. This course may be repeated for different topics. (CHUM; CWRT)

**ENGL 253 - Non-Western Literature (3 credits)**

*Prerequisite: ENGL 102*

This course introduces the student to the fiction, poetry and drama of the non-Western world. The works to be studied are chosen both for their literary qualities and for insight into different social contexts and cultural conditions. (CGCL; CHUM; CWRT)



**ENGL 254 - Literature for Elementary Education Majors (3 credits)**

*Prerequisite: ENGL 102*

Literary texts from diverse cultures and historical periods will be examined in the context of either a common theme or a single literary genre. Representative works for British, American and world literature in translation will be used to practice techniques of close reading and to develop an understanding both of literary form and technique. Special attention will be given to the manner in which literature reflects the beliefs and values of its historical context. The student will learn various ways of talking and writing about literature. (Designed for non-English major elementary education students.) (CHUM; CWRT)

**ENGL 255 - East Asian Literature in Translation (3 credits)**

*Prerequisite: ENGL 102*

The course is a writing-intensive seminar designed to introduce students to a variety of texts by East Asian authors. Students will gain insight into other cultures through the examination and analysis of literary works from China, Taiwan, Korea, Japan, Vietnam, Cambodia, and the Philippines. (CGCL; CHUM; CMCL; CWRT)

**ENGL 261 - Film Study: Introduction to the Art (3 credits)**

*Prerequisite: ENGL 102*

Major American and foreign films and directors from the silent era to the present are evaluated to develop critical awareness and esthetic appreciation of film as an art form. In addition, film viewing, readings in film theory, interpretation and criticism are required. (CHUM; CWRT)

**ENGL 262 - Film Study: Literature and Film (3 credits)**

*Prerequisite: ENGL 102*

A cross-disciplinary study of film and literature, this course will develop an understanding of the various aesthetic and narrative demands of both forms of representation. Potential topics may include cinematic techniques adopted by writers, literary devices in film narrative, point of view and perspective, singular versus collaborative authorship and adaptations of literature into film. Viewing and reading works in both media will be required. (CHUM; CWRT)

**ENGL 270 - Reading Film Language (3 credits)**

*Prerequisite: ENGL 102*

This course introduces students to the art of cinema through viewings of films that represent various styles, genres, historical moments and national traditions. Students will become familiar with technical concepts including cinematography, mise-en-scène, editing and sound, and will learn how to perform formal, ideological and narrative analysis of film texts. In addition to film viewing, readings in film criticism and film theory will also be assigned. *Offered every year.*

**ENGL 280 - The Journalistic Essay (3 credits)**

*Prerequisite: ENGL 102*

This course focuses on the journalistic essay - a genre that incorporates journalistic research methods (reporting) and literary writing techniques. Students read published journalistic essays, are introduced to reporting methods (such as identifying a news story and interviewing), and write a series of journalistic essays based on primary research. Projects may include feature stories, travel essays, profiles, and other human interest pieces. (CWRT)

**ENGL 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: ENGL 102 and consent of instructor*

Sophomore Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to Commonwealth Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

**ENGL 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: ENGL 102 and consent of instructor*

Sophomore Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to Commonwealth Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**ENGL 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First

Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ENGL 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ENGL 300 - Teaching English to Speakers of Other Languages (3 credits)**

Designed for prospective teachers and students interested in international careers, this course introduces the field of Teaching English to Speakers of Other Languages (TESOL). The course explores current research in second language acquisition and connects it to different teaching contexts, including teaching English as a second language at the secondary level, inclusive ESL methodologies in the mainstream classes, workplace ESL and teaching English abroad. Special attention is paid to the issues of identity construction, language ownership and creative expression in a second language. *Offered every other year. (Formerly LANG 330)*

### **ENGL 301 - Writing and the Teaching of Writing (3 credits)**

*Prerequisite:* ENGL 102

Designed for prospective teachers, the course undertakes an investigation of current research in the writing process and in writing pedagogy with application made to the student's own writing, school curriculum and effective teaching practice.

### **ENGL 303 - Writing Our Heritages (3 credits)**

*Prerequisite:* ENGL 102

In this course students investigate their family stories, migrations and heritages using field, archival, genealogical and library research, as well as oral histories, family photos and artifacts, and draw from these materials as well as their own life experiences to compose a variety of writing projects. Students also read essays and memoirs that explore the connections among identity, family history, landscape and heritage. *Offered every other year.*

### **ENGL 305 - History of the English Language (3 credits)**

*Prerequisite:* ENGL 102

This course considers the development of English from its Indo-European origins to its present status as a de facto international language. It traces the historical, literary and philological features of English in the Anglo-Saxon, Anglo-Norman, Early Modern and Modern periods; special attention is also paid to the developments of American English as well as to the different varieties of English spoken around the globe.

### **ENGL 306 - Sagas of the Icelanders (3 credits)**

*Prerequisite:* ENGL 102

This is a course of study incorporating the literature and cultural history of medieval Iceland. The course addresses several important authors and texts (including Snorri Sturluson, the Eddas, Heimskringla, Njals saga, Hrafnkels saga and others) from an interdisciplinary perspective that includes elements of history, cultural anthropology and literary study.

### **ENGL 309 - Early American Literature, Beginnings to 1820 (3 credits)**

*Prerequisite:* ENGL 234 or consent of instructor

This course begins with the first colonization of the Americas and stretches beyond the Revolution to the early national period and the beginnings of Romanticism. The full range of early American writing is covered, including poetry, drama, fiction and autobiography, as well as English-language texts of Native Americans. Authors such as Anne Bradstreet, Olaudah Equiano, Benjamin Franklin and Washington Irving will be explored.

### **ENGL 312 - Modern British Fiction (3 credits)**

*Prerequisite:* ENGL 223

This course focuses on earlier 20th-century British fiction writers such as Conrad, Forster, Lawrence, Joyce and Woolf.

**ENGL 314 - Medieval English Literature (3 credits)**

*Prerequisite: ENGL 223*

Selected readings in non-Chaucerian writing: Langland, Gower, romance, lyrics, drama.

**ENGL 315 - Ethnic American Literature (3 credits)**

*Prerequisite: ENGL 234*

This course will focus on American writers representing a diverse range of racial, ethnic, economic, cultural, political and historical perspectives. In addition to identifying and discussing literary terms and techniques, we will examine a number of literary genres. We will explore concepts and themes such as immigration and assimilation, family dynamics, the intersections of race, gender, class and sexuality and the relationship between personal and political realms. The reading list may include writers such as Sherman Alexie, Julia Alvarez, David Henry Hwang, and Jamaica Kincaid.

**ENGL 317 - African-American Literature I (3 credits)**

*Prerequisite: ENGL 234 or consent of instructor*

Students will survey writings in African-American literature from its inception through 1954, the year of the landmark *Brown v. Board of Education* ruling that outlawed segregation. Studying distinguished writers of poetry, drama, essays, narratives and prose fiction, students will attend to the historical, cultural and political contexts in which the works were produced.

**ENGL 318 - African-American Literature II (3 credits)**

*Prerequisite: ENGL 234 or consent of instructor*

Many of the freedoms and rights that African-Americans enjoy today began with the historic 1954 *Brown vs Board of Education* ruling that outlawed segregation. Starting with this pivotal time in American history and continuing to the present, students will survey African-American poetry, drama, essays, narratives and prose fiction with close attention paid to their historical, political and cultural contexts.

**ENGL 320 – Chaucer (3 credits)**

*Prerequisite: ENGL 223*

This course provides an introduction to Chaucer's poetry and Middle English through readings in *The Canterbury Tales*.

**ENGL 321 - The Age of Pope: 1660-1740 (3 credits)**

*Prerequisite: ENGL 223*

The course surveys the literature of the early 18<sup>th</sup> century with emphasis on the works of Pope, Swift, Gay, Addison and Steele.

**ENGL 322 - The Age of Johnson: 1740-1800 (3 credits)**

*Prerequisite: ENGL 223*

The course examines the writings of several major 18<sup>th</sup>-century figures, such as Johnson, Boswell, Fielding, Richardson, Goldsmith and Burney.

**ENGL 323 - Introduction to Linguistics (3 credits)**

*Prerequisite: ENGL 102*

The course introduces phonology, phonetics, syntax, semantics, and linguistic variation and change as applied to the English language.

**ENGL 324 - Language and Society (3 credits)**

The course explores topics in sociolinguistics, including regional and social dialects; gender-specific difference in language use; language change; cross-linguistic borrowing; language birth, death and revival; bilingualism and multilingualism in societies and on the individual level. Special attention is paid to language policies and planning. The course draws examples from English and a variety of other languages. Travel may be required as part of this course. *Offered every other year. (Formerly LANG 324) (CHUM; CMCL)*

**ENGL 325 - Cultural Rhetorics (3 credits)**

*Prerequisite: ENGL 102*

In this course, the particular focus will be on cultural rhetorics: the intersections of rhetorics, cultures and power. Rhetoric has often been defined in terms of persuasion, and this course will utilize and challenge that definition. Students will begin by analyzing the space from which they operate and make meaning, and how that space has the power to shape perceptions. Students will read and write about rhetorical constructions such as race, ethnicity, culture, sexuality, ability, gender and class. They will investigate a variety of texts including digital, material, visual, performance and popular culture. *Offered annually.*

**ENGL 326 - Native American Writing and Rhetoric (3 credits)**

*Prerequisite: ENGL 102*

This course will examine a variety of writings by Native Americans from different periods and regions. Drawing on the vast range of native cultures and their many rhetorical forms, from traditional oral literatures to political documents to novels, films and poems, the course will explore how native writers have contributed to the ongoing effort to preserve cultural, political and rhetorical sovereignty in the face

of colonial ideologies. Writers may include Samson Occom, William Apess, Zitkala-Sa, Louise Erdrich, Leslie Marmon Silko, Sherman Alexie, Scott Richard Lyons, Vine Deloria, Jr, Linda Tuhiwai Smith, Joy Harjo and Robert Warrior. *Offered annually.*

**ENGL 327 - Women Writers: The Female Tradition to 1900 (3 credits)**

*Prerequisite: ENGL 102*

This course traces the history and development of a female literary tradition among English-speaking women writers. The dominant stages, images and themes and genres within this tradition will be explored through the work of writers such as Bradstreet, Killigrew, Wheatley, Wollstonecraft, Dickinson, Eliot, Browning, Rossetti, Gilman and Chopin.

**ENGL 328 - Women Writers: The Female Tradition since 1900 (3 credits)**

*Prerequisite: ENGL 102*

English-speaking women writers in the female literary tradition developed a number of dominant themes in a range of literary genres. The accomplishment of 20<sup>th</sup> century women authors will be shown through such writers as Lowell, Woolf, Wharton, Porter, Hellman, Brooks, Lessing, Plath, Oates, Atwood and Morrison.

**ENGL 329 - Modern American Fiction (3 credits)**

*Prerequisite: ENGL 234*

This course examines American fiction from 1900 to 1945, an era in which writers moved from the tradition of realistic fiction to the radical reinvention of literature in an effort to grapple with technological change, transformations in gender and racial norms and the traumas of World War I and the Great Depression. Authors studied might include Kate Chopin, Jack London, Henry James, Gertrude Stein, Ernest Hemingway, F. Scott Fitzgerald, Zora Neal Hurston, William Faulkner and John Steinbeck.

**ENGL 330 - Recent American Fiction (3 credits)**

*Prerequisite: ENGL 234*

Fiction from 1945 to the present addresses the key themes of recent American culture: the psychological toll of modern global warfare, America as a multi-ethnic nation, assimilation and disillusionment with the American dream, shifting gender roles, the effects of the Civil Rights movement, postmodern dislocation and meaninglessness, suburban malaise, the spread of consumer capitalism and a relaxation of the boundaries between high and low culture. Authors studied might include Flannery O'Connor, Saul Bellow, James Baldwin, Thomas Pynchon, Toni Morrison, Don DeLillo and Sherman Alexie.

**ENGL 331 - U.S. Literature in the 19th Century I (3 credits)**

*Prerequisite: ENGL 234*

The era from 1800-1865 was filled with calls for distinctly American literature, and the responses were as varied and ambitious as the new nation itself. Writers celebrated the frontier and developed transcendentalism; wrote sentimental best sellers, twisted gothic tales and fiery abolitionist tracts; brought the novel to unparalleled philosophical depth and invented modern poetry. Authors studied might include James Fenimore Cooper, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Frederick Douglass, Harriet Beecher Stowe, Walt Whitman, Herman Melville and Emily Dickinson.

**ENGL 332 - U.S. Literature in the 19th Century II (3 credits)**

*Prerequisite: ENGL 234*

The later part of the nineteenth century saw a nation shattered by civil war become one of the great powers in the world. American literature of this era is shaped by – and helped shape – this process. Short stories, novels, poetry and, eventually, film provided a crucial forum for Americans to forge a new national consensus after the Civil War, to negotiate the role race, class, ethnicity and gender would play in their culture, and to define their identity as an industrial power with a worldwide empire. Authors studied might include Walt Whitman, Emily Dickinson, Mark Twain, Paul Laurence Dunbar, Charles Chesnutt, Sarah Orne Jewett, Edith Wharton, Stephen Crane and Henry James.

**ENGL 333 - Realism and Naturalism (3 credits)**

*Prerequisite: ENGL 234*

At the turn of the century, American literature reflects the decline of rural life and the rise of the city. The growth of industry and mechanization led to questions about human nature and democratic values. The consequent human experiences of displacement, alienation and injustice can be seen in the literature from Howells to Wright.

**ENGL 335 - Elizabethan and Jacobean Drama (3 credits)**

*Prerequisite: ENGL 223 or consent of instructor*

This course involves reading and discussion of a number of plays by contemporaries of Shakespeare such as Johnson, Marlowe and Webster with attention to contemporary social developments as well as to the historical development of the English play.

**ENGL 336 - American Modernism (3 credits)**

*Prerequisite: ENGL 234*

Focusing on literature and culture produced in the United States between 1890 and 1945, this course explores the cultural sensibility of "modernism". This course will examine the shared aesthetic and thematic concerns of producers of fiction, poetry, drama, non-fiction manifestos, art and film in this period, as they presented their work as a break from 19<sup>th</sup> century values and artistic modes. The course will pay particular attention to the historical contexts that catalyzed the modernist movement and key recurring themes in modernist culture. Figures studied may include Hemingway, Gilman, Eliot, Larsen, O'Neill, Anderson, Faulkner, Williams, Stevens, Cather, Hopper and Stein.

**ENGL 340 - Literature of the English Renaissance (3 credits)**

*Prerequisite: ENGL 223*

This course examines the non-dramatic literature of the Age of Shakespeare including the works of Sidney, Spenser, Nashe, Marlowe and Drayton. Textual analysis is emphasized, but the historical, social and cultural background of this period is also considered.

**ENGL 341 - Literature of the Continental Renaissance (3 credits)**

*Prerequisite: ENGL 223*

This course surveys representative works of Petrarch, Boccaccio, Machiavelli, Erasmus, Castiglione, Rabelais, Cellini, Montaigne, Cervantes and Ronsard representing prevailing literary themes and techniques.

**ENGL 342 - Shakespeare: Histories and Comedies (3 credits)**

*Prerequisite: ENGL 223 or consent of instructor*

This course provides examples of Shakespeare's art in dominant Renaissance dramatic forms and with some of his recurring thematic concerns. In addition, study of the histories and comedies demonstrates Shakespeare's growth in the dramatic use of language. Plays for study will include *The Comedy of Errors*, *Two Gentlemen of Verona*, *Much Ado About Nothing*, *As You Like It*, *Twelfth Night*, *Richard III*, *Richard II*, *Henry IV, Parts I and II* and *Henry V*.

**ENGL 343 - Shakespeare: Tragedies and Late Plays (3 credits)**

*Prerequisite: ENGL 223 or consent of instructor*

Study of the late plays provides the student with examples of dramatic works that proceed beyond the tragic dimension. Selected plays will include *Hamlet*, *King Lear*, *Othello*, *Macbeth*, *Antony and Cleopatra*, *Measure for Measure*, *The Winter's Tale* and *The Tempest*.

**ENGL 346 - Southern Literature (3 credits)**

*Prerequisite: ENGL 234*

This course focuses on the personal, cultural, and social dimensions of southern literature in works by William Faulkner, Tennessee Williams, Zora Neale Hurston, Flannery O'Connor, Eudora Welty, Alice Walker and William Styron.

**ENGL 350 - Recent British Fiction (3 credits)**

*Prerequisite: ENGL 223*

This course focuses on British fiction since 1945. Writers to be studied may include Golding, Graves, Lessing, Murdoch, Greene, Ballard and Powell.

**ENGL 353 - Modern European Drama (3 credits)**

*Prerequisite: ENGL 102*

Students will study the main forces in Modern European drama starting with Ibsen.

**ENGL 354 - 20th-Century British Drama (3 credits)**

*Prerequisite: ENGL 223*

The course surveys British drama from Oscar Wilde to the present. Attention may be given to the crucial role that continental dramatists such as Ibsen, Chekhov and Brecht played in re-energizing the British Theater. There will be emphasis on plays from the modern period as well as contemporary works. Playwrights studied may include Oscar Wilde, George Bernard Shaw, John Osborne, Samuel Beckett, Harold Pinter, Tom Stoppard and Caryl Churchill.

**ENGL 355 - International Study Tour (3 credits)**

This short-term international course offers students first-hand exposure to sites of cultural importance associated with diverse literary traditions, writing practices, and the study of language use in various settings around the world. Topics and destinations will vary, but may include linguistic diversity and multiculturalism in Hawaii, East Asian literature in China, travel writing in London, multilingualism and multiculturalism in Paris, among others. Each faculty-led course includes on-campus pre-departure sessions, lectures and activities at an international destination, and post-departure sessions at BSU. Contact the Department of English or the Office of Study Abroad for current study course details. This course may be repeated twice for a maximum of nine credits with different itineraries and course topics. (CGCL; CHUM)

**ENGL 356 - Modern American Drama (3 credits)**

*Prerequisite: ENGL 234 or consent of instructor*



From social dramas and morality plays to the theater of the absurd, modern drama develops a range of themes and techniques reflective of the age. Focus will be on such playwrights as O'Neills, Wilder, Saroyan, O'Neill, Hellman, Williams, Hansberry, Miller, Baldwin and Albee.

**ENGL 357 - Recent American Drama (3 credits)**

*Prerequisite: ENGL 234*

The experimentation in contemporary American plays will be explored in such writers as Mamet, Howe, Rabe, Wasserstein, Norman, Shepard, Guare, Henley, Wilson, Hwang and McNally.

**ENGL 360 - The English Novel I (3 credits)**

*Prerequisite: ENGL 223*

The course traces the development of the English novel from Defoe to Austen and includes writers such as Richardson, Fielding, Smollett, Sterne and Scott.

**ENGL 361 - The English Novel II (3 credits)**

*Prerequisite: ENGL 223*

The course traces the development of the English novel from Austen to Hardy and includes such writers as Dickens, the Brontës, Thackeray, Eliot, Trollope and Conrad.

**ENGL 365 - Victorian Prose and Poetry (3 credits)**

*Prerequisite: ENGL 223*

The major emphasis is placed on the poetry of Tennyson, Browning and Arnold, but the works of other 19<sup>th</sup> century poets such as Hopkins and Hardy will also be read and discussed. The essays of Carlyle, Ruskin, Arnold, Newman, Huxley and others are studied in conjunction with the poetry.

**ENGL 367 - English Literature of the Late Victorian and Edwardian Periods (3 credits)**

*Prerequisite: ENGL 223*

The major writers of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries are examined from aesthetic, social and intellectual vantage points, with readings in such prose writers as Gissing, James, Wilde, Beerbohm, Carroll, Wells, Hardy, Corvo, Forster and Conrad and such poets as Rossetti, Swinburne, Morris, Hopkins and Yeats.

**ENGL 370 - 17th-Century Literature (3 credits)**

*Prerequisite: ENGL 223*

The course is an introduction to the prose and poetry of the 17<sup>th</sup> century in England, exclusive of Milton. Such writers as Donne, Jonson, Bacon, Burton, Browne and Dryden will be examined, and various persistent elements, such as the classical influence, will be explored.

**ENGL 371 - Advanced Creative Nonfiction Writing Workshop (3 credits)**

*Prerequisite: ENGL 227 or consent of instructor*

This course will provide students with the opportunity for the intense study of the art and craft of creative nonfiction writing. Students will submit creative nonfiction for peer critique in addition to reading and discussing published works.

**ENGL 372 - Advanced Fiction Writing Workshop (3 credits)**

*Prerequisite: ENGL 228 or consent of instructor*

This course offers an intense study of the art and craft of fiction writing. Students will submit fiction for peer critique and develop a body of revised work that Writing Concentration students may include in their portfolios. This course may be repeated once for credit.

**ENGL 377 - Post-Colonial Literature and Theory (3 credits)**

*Prerequisite: ENGL 223*

This course traces the development of post-colonial literature and theory. Questions that will be addressed include: What constitutes post-coloniality? How do post-colonial literature and theories illuminate relationships between imperialism, power, race, gender and class? Readings for the course may contain pieces from multiple genres. Representative authors include Joseph Conrad, Salman Rushdie, Marguerite Duras and Derek Walcott.

**ENGL 380 – Milton (3 credits)**

*Prerequisite: ENGL 223*

The course includes the main works of Milton: Paradise Lost, Paradise Regained and Samson Agonistes, the minor poetic works, and selected prose.

**ENGL 381 - Irish Literature I (3 credits)**

*Prerequisite: ENGL 223*



The course is a survey of earlier Irish literature in translation from the Gaelic and in English. It includes selections from the epic poem, *Tain Bo Cuailnge*; Gaelic lyric poetry (600-1800 A.D.); the pioneering fiction of Maria Edgeworth and William Carleton; and the poetry of the 19<sup>th</sup>-century balladeers, Thomas Moore, Thomas Davis, James Clarence Managan and Sir Samuel Ferguson; the accomplishments of the Irish literary revival of 1890-1920; fiction by Daniel Corkery, George Moore, Seamus O'Kelly and James Joyce; poetry and plays by William Butler Yeats; and plays by John M. Synge.

### **ENGL 382 - Irish Literature II (3 credits)**

*Prerequisite: ENGL 223*

This course is a survey of later modern and contemporary Irish literature including the later fiction of James Joyce and the later poetry of William Butler Yeats; the plays of Sean O'Casey, Brendan Behan, Samuel Beckett and Brian Friel; the poetry of Austin Clarke, Patrick Kavanagh, Thomas Kinsella, John Montague, Richard Murphy and Seamus Heaney; the fiction of Liam O'Flaherty, Sean O'Faolain, Frank O'Connor, Flann O'Brien, Mary Lavin, William Trevor, Edna O'Brien and others.

### **ENGL 386 - English Romantic Poets (3 credits)**

*Prerequisite: ENGL 223*

The course examines selected poetry and prose of writers such as Wordsworth, Coleridge, Shelley and Keats with the principal objective of understanding the character and modes of expression of each poet's imaginative vision. Consideration is given to historical background and to developments in philosophy and aesthetic theory which have a direct bearing on Romantic poetry.

### **ENGL 388 - Topics in Film (3 credits)**

*Prerequisite: ENGL 102*

This course will explore topics in film study, varying from semester to semester. Topics may include film directors or auteurs, genres (e.g. French New Wave), time periods (e.g. early silent pictures), film theory (e.g. psychoanalytic) or socio-historical topics (e.g. race or gender in film; war films and national identity). This course may be repeated for different topics. *Offered once per year.*

### **ENGL 389 - Topics in Writing (3 credits)**

*Prerequisite: ENGL 102*

The course explores writing on different subjects from semester to semester according to interest and demand. Recent topics include genre theory, writing assessment, memoir and heritage, and indigenous rhetorics. This course may be repeated for different topics.

### **ENGL 390 - Theories of Writing (3 credits)**

*Prerequisite: ENGL 102*

The course introduces students to theories of writing emerging from research in the field of composition and rhetoric. Students will look at a variety of ways in which writing, writing processes and writing pedagogies have been viewed, discussed, contested and taught.

### **ENGL 391 - Modern Literary Criticism (3 credits)**

*Prerequisite: ENGL 102*

This course examines the major critics and critical movements of the 20<sup>th</sup> century, particularly in the United States and England, but with some attention to continental critical thought. Critics and theorists such as T.S. Eliot, I.A. Richards, John Crowe Ransom, Edmund Wilson, Lionel Trilling, Northrop Frye, Raymond Williams and Roland Barthes are studied. The principles and methods of several kinds of criticism – formalist, Marxist, psycho-analytical, structuralist and post-structuralist – are examined.

### **ENGL 392 - Advanced Poetry Writing Workshop (3 credits)**

*Prerequisite: ENGL 229 or consent of instructor*

This course offers an intensive workshop approach to poetry writing for students who wish to submit poems for peer review and develop a poetry portfolio. This course may be repeated once for credit.

### **ENGL 393 - Modern British Poetry (3 credits)**

*Prerequisite: ENGL 223*

The major British poets of the 20<sup>th</sup> century are studied with particular emphasis on the works of Hopkins, Hardy, Yeats, Eliot, Auden and Thomas.

### **ENGL 394 - Modern American Poetry (3 credits)**

*Prerequisite: ENGL 234*

The major American poets of the 20<sup>th</sup> century are studied with particular emphasis on the works of Robinson, Frost, Crane, Auden, Williams and Stevens.

### **ENGL 395 - Studies in Recent American Poetry (3 credits)**

*Prerequisite: ENGL 234*

American poets practicing from 1945 to the present are surveyed. Among these poets may be Robert Lowell, John Berryman, Theodore

Roethke, Richard Wilbur, Adrienne Rich, Anne Sexton, Sylvia Plath, James Wright, Richard Hugo, Randall Jarrell, Gwendolyn Brooks, Robert Hayden and Gary Snyder. Others may be included from time to time.

**ENGL 399 - Topics in Literature (3 credits)**

*Prerequisite: ENGL 102*

This course explores literature on different topics from semester to semester according to interest and demand. Possible topics may include The Bible as Literature, Irish American Literature, Transcendentalism, or The Literature of Aging. This course is repeatable with different topics.

**ENGL 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and ENGL 102*

In this course, one-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. This course may be taken twice for a maximum of six credits.

**ENGL 489 - Advanced Portfolio Workshop (3 credits)**

*Prerequisite: ENGL 101 and ENGL 102 and one 300 level writing course*

This course serves as the culmination of the writing concentration. Students will demonstrate, through the creation of a portfolio of work, their facility in writing within the genres relevant to their professional goals. Additionally, students will frame their writing practice theoretically as well as investigate the steps related to publication and entrance into writing professions.

**ENGL 490 - Literary Studies in Oxford (3 credits)**

*Prerequisite: ENGL 102; students will normally be expected to be in their junior or senior year*

Close readings of several major works emphasizing the dynamic relationship between literary texts and the cultural and intellectual environments in which they were created. Authors and periods studied will vary. (This is a special program in England at Oxford University during July. Additional fees are required.) *May be taken for graduate-level credit.*

**ENGL 491 - Literary Studies in Sligo, Ireland (3 credits)**

*Prerequisite: ENGL 102*

Students will engage in the intensive study of topics in Irish literature and culture in Sligo, near the home of William Butler Yeats and other key figures in Irish culture. This course will combine lectures, cultural events and field trips. Authors and periods will vary. (This is a special summer program in Sligo at St. Angela's National University. Additional fees are required.)

**ENGL 493 - Seminar: Writing Studies (3 credits)**

*Prerequisite: ENGL 102 and ENGL 226 and six credits selected from the following: ENGL 200, ENGL 201, ENGL 202, ENGL 204, ENGL 227, ENGL 228, ENGL 229, ENGL 230, ENGL 280, ENGL 301, ENGL 302, ENGL 303, ENGL 324, ENGL 326, ENGL 371, ENGL 372, ENGL 389, ENGL 390, ENGL 392, ENGL 396, ENGL 499*

This seminar gives students in the Writing and Writing Studies concentration and minor the opportunity for in-depth study on a selected topic in composition studies and research methods used in this field. *Offered either semester. (CWRM)*

**ENGL 494 - Seminar: Special Topics (3 credits)**

*Prerequisite: ENGL 102 and ENGL 203 and 12 additional credits in the major*

The seminar gives advanced English majors the opportunity for an in-depth study of selected topics in language and literature. Students are expected to demonstrate a proficiency in interpretation and analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations, and at least one carefully documented scholarly paper. *May be taken for graduate-level credit. (CWRM)*

**ENGL 495 - Seminar: British Literature and Culture (3 credits)**

*Prerequisite: ENGL 203 and ENGL 223 and 12 additional credits in the major*

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in British and Commonwealth literature and culture. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations and at least one carefully documented scholarly paper. *May be taken for graduate-level credit. (CWRM)*

**ENGL 496 - Seminar: American Literature and Culture (3 credits)**

*Prerequisite: ENGL 203 and ENGL 234 and 12 additional credits in the major*

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in American literature and culture. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations, and at least one carefully documented scholarly paper. *May be taken for graduate-level credit. (CWRM)*

**ENGL 497 - Seminar: World Literatures and Cultures (3 credits)**

*Prerequisite: ENGL 102 and ENGL 203 and 12 additional credits in the major*

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in world literatures and cultures. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations, and at least one carefully documented scholarly paper. *May be taken for graduate-level credit. (CWRM)*

**ENGL 498 - Internship in English (3-15 credits)**

*Prerequisite: ENGL 102 and consent of the department; formal application required*

This internship provides non-classroom work-study experience in areas related to the expanding discipline of English, such as editing, journalism, media, public relations and technical writing. A maximum of three credits may be included in the 18 elective credits required in the major. This course may be repeated for a maximum of 15 credits.

**ENGL 499 - Directed Study in English (1-3 credits)**

*Prerequisite: ENGL 102 and consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**ENGL 500 - Introduction to Graduate Study in English (3 credits)**

This course will examine the backgrounds and techniques of literary scholarship. Some acquaintance with critical approaches to literature, as well as comprehensive experience in the major genres and periods of English and American literature, will be assumed. Required of MA and MAT candidates in English.

**ENGL 502 - Research or Creative Writing Project (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research or creative writing project undertaken by the graduate student in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for different topics for a maximum of six credits.

**ENGL 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**ENGL 511 - Special Topics in Writing (3 credits)**

Addresses special topics of current relevance in research and instruction in writing. This course may be taken more than once, as different topics are offered.

**ENGL 513 - Theories of Writing (3 credits)**

This course focuses on current theories of composition from theoretical, historical, and professional perspectives. Students will examine how such theories of writing present a kind of professional history of the field of composition and rhetoric and explore the ways they inform educational policy. Students will read, write, and present on these and various related topics.

**ENGL 514 - Linguistics for TESOL (3 credits)**

This course introduces students to the formal study of language as a uniquely human system of communication. Students examine major approaches in such subfields of linguistics as phonetics, phonology, morphology, syntax, semantics, pragmatics and sociolinguistics. The focus of the course is on exploring how the systematic study of language informs best practices for teaching English as a second language.

**ENGL 515 - Studies in Medieval Drama (3 credits)**

This course will investigate representative mystery, miracle and morality plays written in England and Europe during the medieval period.

**ENGL 516 - Theories of Second Language Acquisition (3 credits)**

This course will introduce students to a variety of theoretical approaches in the field of second language acquisition, including Universal Grammar, Monitor Theory, Sociocultural Theory, Cognitive Theory and Critical Applied Linguistics. Special attention will be paid to the role of individual learner factors, gender, ethnicity, social class and education context in the process of second language acquisition. Students will examine both the processes and the effects of acquiring a second language in childhood and in adulthood in terms of identity construction, social justice, and individual and community linguistics rights.

**ENGL 517 - Critical Approaches to TESOL Methods (3 credits)**

This course will introduce students to a variety of methodological approaches in the field of Teaching English to Students of Other Languages (TESOL). Students will explore each method within its historical context and examine it at the level of underlying second language theories, design and procedures. The course is built upon a critical awareness that there is not one best method to discover and apply, but that teachers need to develop their own philosophy and practices of teaching that are specific to their educational contexts and the needs of learners. The course will be useful to students new to the field of TESOL and experienced teachers interested in current postmodern pedagogies.

**ENGL 518 - Issues in Second Language Writing (3 credits)**

Drawing from landmark and contemporary research on language writers in high school, college, outside of the curriculum, online and in the workplace, this course focuses on issues related to second language writing, examining such topics as second language writing development; written accent; contrastive rhetoric; biliteracy as a resource for writing; identity in second language writing; and inclusive and equitable writing pedagogy and assessment.

**ENGL 519 - Language and Power (3 credits)**

This course will focus on the many sociolinguistic issues which relate to TESOL, such as the politics of bilingual education, world Englishes, ownership of English, English as a colonizing force and the myth of monolingualism in U.S. classrooms.

**ENGL 520 - Studies in Shakespeare and the Renaissance (3 credits)**

Students will analyze selected plays by Shakespeare with special emphasis in each play on the received tradition and on the relationship among the significant aspects of the language, the characters, and the structures. In addition, attention will be given to the use of source material and to the philosophical, social and scientific currents of the age. Finally, students will be examining traditional and contemporary critical views of the plays.

**ENGL 521 - Special Topics in TESOL (3 credits)**

Examples of topics include "Introduction to Bilingualism," "Cross-Cultural Rhetorics," "Research Methods in Second Language Writing," "Sociolinguistics in the Second Language Classroom," "Writing in a Second Language: Contemporary Bilingual Voices" and "Second Language Writers and Speakers in Contemporary Film and Literature." This course may be repeated for different topics.

**ENGL 531 - Studies in 18th-Century British Literature (3 credits)**

This course is an intensive exploration of the poetry, prose fiction, drama and intellectual prose by major and minor authors from Dryden, Pope, Swift, Defoe and Fielding to Johnson, Boswell, Burke, Austen and Blake.

**ENGL 535 - Studies in British Romanticism (3 credits)**

This course is an in-depth study of the poetry and prose of the Romantic Period, including writers such as Wordsworth, Coleridge, Byron, Blake, Shelley, Keats, Charlotte Smith, Mary Shelley and Dorothy Wordsworth.

**ENGL 551 - American Transcendentalism (3 credits)**

Development and influence of American Transcendentalism in the literature of Emerson, Thoreau and Alcott will be investigated.

**ENGL 552 - Contemporary American Fiction (3 credits)**

This course intensively examines two or more major American writers from 1945 to present. This course defines postmodern fiction, while emphasizing innovative narrative structures and textures in the work of Nabokov, Hawkes, Barth, Barthelme, Pynchon, Morrison and others.

**ENGL 565 - Modern Critical Theory (3 credits)**

This course will focus on the major American and European schools of criticism that have influenced literary studies in the past forty years. Attention will be given to formalist, structuralist, phenomenological, post-structural, reader-response, Marxist, psycho-analytical, hermeneutic, feminist and new historical schools of criticism.

**ENGL 570 - Graduate Seminar in American Literature (3 credits)**

A particular author, group of authors, or theme in American literature will be studied in depth. Topics will change from year to year.

**ENGL 580 - Graduate Seminar in English Literature (3 credits)**

A particular author, group of authors, or theme in English literature will be studied in depth. Topics will change from year to year. This course may be repeated for different topics.

**ENGL 590 - Graduate Seminar in World Literature (3 credits)**

A particular author, group of authors, or theme in world literature will be studied in depth. Topics will change from year to year. This course may be repeated twice for a maximum of nine credits for different topics.

**ENGL 592 - Fiction Writing Workshop (3 credits)**

This course offers graduate students an intense study of the art and craft of creative fiction writing. Students submit fiction for peer critique and read works of published writers. This course may be repeated for credit.

**ENGL 593 - Poetry Writing Workshop (3 credits)**

This course offers graduate students an intense study of the art and craft of poetry writing. Students submit creative poetry for peer critique and read works of published writers. This course may be repeated for credit.

**ENGL 595 - Creative Nonfiction Writing Workshop (3 credits)**

This course offers graduate students an intense study of the art and craft of creative nonfiction writing. Students submit creative nonfiction for peer critique and read works of published writers. This course may be repeated for credit.

**ENGL 599 – Internship (3-6 credits)**

*Prerequisite: Consent of department chairperson*

The internship provides practical professional experience in areas related to the discipline of English, such as editing and journalism. Some internship credit may be applicable to the creative writing concentration requirements and repeatable for credit.

## English: Other Approved Courses

**ENGL 302 - Technical Writing II****ENGL 338 - Honors Tutorial (3 credits)**

*Prerequisite: ENGL 102 and consent of the department*

This tutorial involves special topics in English. It is open to Commonwealth and Departmental Honors students. Three hourly meetings weekly.

**ENGL 339 - Honors Tutorial****ENGL 396 - Rhetoric and Style (3 credits)**

*Prerequisite: ENGL 102*

In this course, students read critical essays on rhetorical theory as well as a variety of texts, exploring the effectiveness of the writers' stylistic moves in relation to rhetorical issues, such as goals, audience and genre. Students will apply this knowledge of rhetoric and style to their own writings through a series of writing projects.

**ENGL 527 - Studies in Seventeenth-Century English Literature****ENGL 541 - Studies in the Novel****ENGL 542 - Studies in Victorian Literature****ENGL 562 - Studies in Modern Drama**

## ■ ENGLISH AS A SECOND LANGUAGE

**ENSL 101 - English as a Second Language I (3 credits)**

An introduction to syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled academic environment is the principal objective of the course. (Formerly LAEN 101) *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

**ENSL 102 - English as a Second Language II (3 credits)**

*Prerequisite: ENSL 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled academic environment is the principal objective of the course. (Formerly LAEN 102) (CGCL; CHUM)



**ENSL 151 - Intermediate English as a Second Language (3 credits)**

*Prerequisite: ENSL 101; and ENSL 102 or ESL IV (high school); or consent of instructor*

The course is designed to accommodate the linguistic needs of ESL students who have successfully completed ENSL 102 or ESL IV in high school and would like to continue with their systematic learning of English. The course emphasizes English Language skills necessary for academic reading, writing, listening and speaking. Students are introduced to aspects of American culture, participate in systematic laboratory practice and utilize a variety of media resources. *Offered fall semester. (Formerly LAEN 151) (CGCL; CHUM)*

**ENSL 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**ENSL 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ENSL 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## ■ FRENCH

**LAFR 101 - Elementary French I (3 credits)**

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog. (CGCL; CHUM)*

**LAFR 102 - Elementary French II (3 credits)**

*Prerequisite: LAFR 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

**LAFR 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area



of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **LAFR 251 - Intermediate French (3 credits)**

*Prerequisite: LAFR 102*

This course is a review of French grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; and an introduction to aspects of Francophone culture. (CGCL; CHUM)

### **LAFR 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **LAFR 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **French: Other Approved Courses**

### **LAFR 252 - Reading in French**

## **■ GEOGRAPHY**

### **GEOG 121 - Physical Geography (4 credits)**

This course is an introduction to physical geography phenomena (landforms, climate, oceans, soils) in which human-land relationships are central. The focus is on understanding the processes at work in the environment and on their interrelationships. Three hours of lecture and one two-hour laboratory period weekly. *Offered either semester.* (CNSL)

### **GEOG 122 - The Physical World (3 credits)**

This course studies the formation and distribution of landforms, climates, soils and vegetation. Emphasis is placed on the inter-relationships among these components of the environment and their significance to life on earth. Cannot be taken if GEOG 121 is taken for credit. *Offered either semester.* (CNSN)

### **GEOG 130 - Environmental Geography (3 credits)**

The spatial aspects of the interaction between humans and their physical environment are examined through the analysis of selected problems from resource capacity to pollution. The perceptions of environmental hazards of human settlements are examined to illuminate environmental decision-making. *Offered either semester.* (CNSN)

### **GEOG 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Consent of instructor for students in Commonwealth Honors Program and/or Departmental Honors*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated twice for a maximum of three credits.

**GEOG 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Consent of instructor for students in Commonwealth Honors Program and/or Departmental Honors*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated twice for a maximum of three credits.

**GEOG 151 - Human Geography (3 credits)**

An inquiry into the theoretical and empirical approaches to the study of human spatial analysis is presented. The major topics covered include population, race, language, religion, politics, urbanization and economics. (CGCL; CMCL; CSOC)

**GEOG 171 - Geography of the Developing World (3 credits)**

This course in human geography introduces the geographical study of the current cultural and social systems in the non-Western world (in Africa, Asia and Latin America). Emphasis is placed on the diversity of cultural frameworks and their strategies for dealing with problems.

*Offered fall semester.* (CGCL; CMCL; CSOC)

**GEOG 172 - Regional Geography of the Global North (3 credits)**

The study of regional geography of the developed world (including Anglo-America, Europe and the Soviet Union, Australia and Japan) investigates how humans have used the resources available to them to obtain a high standard of living in different physical and cultural milieux. This high standard of living is reflected in land-use patterns that are similar in their broad outlines but different in detail. *Offered spring semester.*

**GEOG 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**GEOG 211 – Cartography (4 credits)**

Maps are valuable tools for displaying, interpreting and analyzing patterns of human-environment interactions. This course introduces the basic concepts and procedures necessary to design, construct, interpret and update straightforward and effective maps. Students will learn the process and methods of map design, including: digitizing, creating maps with computer-aided drawing software, manipulating data with a spreadsheet, and using specialized mapping software to visualize and analyze geographically distributed data. This course provides a background for applied mapping courses in geographic information systems (GIS). Three hours of lecture and one two-hour laboratory weekly.

**GEOG 213 - Geographic Information Systems (GIS) I (4 credits)**

Maps are valuable tools for displaying, interpreting and analyzing patterns of human-environment interactions. This course introduces the basic concepts and procedures necessary to design, construct, interpret, update and present straightforward and effective maps using computer techniques. Students will practice skills of georeferencing and digitizing raster-based images at various scales to produce vector-based map layers for integration into geographic information systems (GIS). This course provides the necessary background for more advanced courses in GIS. Three hours of lecture and one, two-hour laboratory weekly. *Offered fall semester.*

**GEOG 221 – Meteorology (4 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or GEOL 100 or AVSC 105*

This course introduces the basic atmospheric processes and important properties of the Earth's surface that create changeable patterns. Students will use state-of-the-art instrumentation to practice observing weather and learn the essentials of reading and forecasting with weather maps. Lectures and laboratories will focus on energy transfer, clouds, wind patterns, fronts, jet streams, precipitation, and various types of weather with impacts on society ranging from thunderstorms to hurricanes. Three hours of lecture and one two-hour laboratory period weekly. *Offered fall semester.* (CNSL; CQUR)

**GEOG 222 – Climatology (3 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or consent of instructor*

This course introduces students to regional climate classifications and factors controlling past, current and future climate on Earth. How changes in land use and emissions of greenhouse gases affect weather and the consequences for water resources, health, economy and energy consumption are covered. This course will provide an understanding of the connections between air, water, ice, living things and the solid Earth which help determine changes in the climate system. Students will learn how the climate system works through discussions

of current issues, observation with weather instruments, data and map interpretation and team-oriented debates. *Offered spring semester.* (CNSN)

**GEOG 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Consent of instructor for students in Commonwealth Honors Program and/or Departmental Honors*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated twice for a maximum of three credits.

**GEOG 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Consent of instructor for students in Commonwealth Honors Program and/or Departmental Honors*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated twice for a maximum of three credits.

**GEOG 290 - Introduction to Geographic Analysis (3 credits)**

*Prerequisite: For majors or minors in geography only; GEOG 121 or GEOG 151*

This course provides a survey of spatial techniques that geographers use to define, research and analyze geographic issues and phenomena. Students will learn to identify real-life geographic problems at a range of spatial scales, from the local to the global. Instructional methods will emphasize hands-on exposure through local field problems and field trips, access to library resources and journals, instrumentation, basic surveying, and professional presentation skills. *Offered spring semester.*

**GEOG 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**GEOG 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**GEOG 314 - Satellite Image Processing Applications to the Environment (3 credits)**

*Prerequisite: Any GEOG course; familiarity with computers recommended*

The acquisition of information for intensive environmental monitoring is increasingly done through remote sensing, which permits a rapid, efficient manner for analysis and decision making by environmental researchers and resource managers. This course will explore techniques to analyze remotely sensed data using a variety of image-analysis systems. Principles of acquisition and interpretation of data collected by imaging sensor such as radar, thermal and multispectral scanners are discussed. Digital-image-processing techniques such as rectification and restoration (processing), image enhancement, image classification and data merging are covered. The course is taught as a combination of lectures and computer laboratory time with hands-on use of one of the remote-sensing softwares. *Offered alternate years, fall semester.*

**GEOG 315 - Quantitative Geography (3 credits)**

*Prerequisite: MATH 110/110E*

Geographers use statistical techniques to measure, describe, classify, analyze, and display information (data) in search of spatial patterns and trends. Geographers make comparisons and examine relationships to answer questions, solve problems and make wise decisions that support a particular objective. This course introduces and applies statistical techniques and computer and model building methodology to analyze various spatial phenomena. (CQUR)

**GEOG 317 - Air Photo Interpretation — Remote Sensing (3 credits)**

*Prerequisite: GEOG 100 or GEOG 122 or GEOL 100*

Theory and practice in extracting information about the earth's physical and cultural features from aerial photographs. Acquaints students with the detection, identification, and analysis of the earth's features through remote sensing. The application of computerized digital-image processing to satellite environmental data. Two hours of lecture and one two-hour laboratory weekly. *Offered fall semester.*

### **GEOG 321 - Meteorology II (3 credits)**

*Prerequisite: GEOG 221 or consent of instructor*

Students will learn how to use meteorological measurements from local and global networks of weather stations to produce and analyze weather maps/charts using forecasting software. Laboratory exercises use meteorological software to visualize and interpret atmospheric patterns based on data from advanced computer models, satellite remote sensing, and networks of weather stations. In addition, students will augment computer modeling with laboratory techniques for simplifying, visualizing and analyzing complex atmospheric processes, such as the global circulation, turbulence and icing. The course includes field trips to professional meteorological agencies and observatories. *Offered alternate spring semesters.*

### **GEOG 322 – Biogeography (4 credits)**

*Prerequisite: GEOG 121 or BIOL 121*

This field- and lab-based course presents the scope of biogeography as currently practiced in North America. In addition to the academic underpinnings of evolution, disturbance, ecology, and conservation, we explore the key topics of biomes, biodiversity, and animal and plant migration. Organisms vary greatly over space and over time, and thus are a prime topic of study for the geographer. *Offered alternate fall semesters.*

### **GEOG 323 - Water Resources (3 credits)**

This course investigates the complex physical systems involved in the movement of water and how water interfaces with the human landscape. Students will outline and define the economic and legal relationships involved in the supply and demand of this required resource, and analyze problems associated with the management and planning of the distribution of this vital resource. *Offered alternate spring semesters.*

### **GEOG 324 - Earth Surface Processes (4 credits)**

Process is the action produced when a force induces a change. The experiences in this course will introduce the student to the physical processes that create landforms on the earth's surface: mountains, river valleys, caves, dunes, coastlines, glaciers. Field work and laboratory techniques used in modern physical geography will help us analyze problems associated with current challenges in the earth's changing surface. *Offered alternate fall semesters.*

### **GEOG 331 - Geography of Environmental Problems (3 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or GEOL 100*

Environmental problems are considered in this course from the geographer's point of view -- problems such as population density and distribution; balanced land use and its philosophic, aesthetic, and scientific basis; the circulation of goods and people; and a comparison of levels of development. *Offered spring semester.*

### **GEOG 332 - Management and Preservation of the Natural Environment (3 credits)**

*Prerequisite: Junior standing and consent of the instructor*

This course is devoted to a detailed examination of the occurrence, exploitation and conservation of natural resources, including minerals, soils, water, forest, grassland, fisheries, wildlife, recreation areas and scenery. Emphasis is placed on conservation in the United States. *Offered fall semester.*

### **GEOG 333 - Geography of Environmental Justice (3 credits)**

*Prerequisite: Any GEOG course or consent of instructor*

This course describes problems of environmental justice as they affect disadvantaged populations. The course reviews the history of this social movement in the U.S. It then examines studies that link the environmental and civil rights movements in recent years and that describe the major problems of identifying environmental injustice both in categorical terms and as a spatial issue. Special attention is given to spatial measurement issues. *Offered alternate years, fall semester.*

### **GEOG 340 - Geography Materials and Methods (3 credits)**

*Prerequisite: Any GEOG course*

This course is focused on the maps, globes, and other geographic learning material that are used in developing and extending geographic knowledge and insight. Current techniques and alternative frameworks in the field of geographic education are emphasized. The course details an examination of the strategies, texts, materials and media that can be used to enhance the teaching and learning of geography within our schools. It closely integrates geographic content and teaching methods so that a truly geographic view of the world can be developed in the classroom. *Offered alternate years, spring semester.*

**GEOG 350 - Economic Geography (3 credits)**

*Prerequisite: Any GEOG or ECON course or consent of instructor*

The geographical analysis of the distribution of economic activities such as production, exchange and consumption is presented in this course. Here we examine the principles underlying spatial variations in land use and economic development at the local, national and international levels. *Offered fall semester.*

**GEOG 353 - Urban Geography (3 credits)**

*Prerequisite: Any GEOG course or consent of instructor*

The geographic aspects of the city including location, function, land-use patterns and interaction. Fieldwork focuses on current problems facing urban life. *Offered fall semester.*

**GEOG 355 - Political Geography (3 credits)**

*Prerequisite: Any GEOG or POLI course*

The course examines the variation of politically organized areas and their relationships to each other. The focus is on the interaction of geographical factors (distance, location and distribution) and political process. Emphasis is on both state and non-state agents in the political arrangement of space. *Offered fall semester.*

**GEOG 363 - Locational Analysis (3 credits)**

*Prerequisite: GEOG 290 or consent of instructor*

The spatial approach is utilized to analyze retail, industrial, and public utility location. Topics covered include demographic analysis, retail structure, location factors and economic development. *Offered alternate years, fall semester.*

**GEOG 365 - Geography of Transportation (3 credits)**

*Prerequisite: Any GEOG course or consent of instructor*

This course will provide a spatial understanding of the role of transportation and interaction. It will provide an analysis of the importance of location relative to economic activities, development of distribution systems, flow analysis, effectiveness of distribution systems and the impact of transport systems on economic development.

**GEOG 374 - Geography of the Middle East (3 credits)**

This course provides a survey of the regional geography of the Middle East including the physical setting, environmental issues, economic development and the evolution of the Middle Eastern landscape and cultures. Special emphasis will be placed on current geopolitical issues in the region. *Offered alternate fall semesters. (CGCL; CMCL; CSOC)*

**GEOG 375 - Geography of South Asia (3 credits)**

This course provides a survey of the physical and human geography of South Asia, particularly India, Pakistan, Bangladesh, Nepal, Bhutan, Maldives, and Sri Lanka. This course emphasizes the region's major environmental, economic and cultural geography patterns, processes and issues. Problems related to religious, ethnic and linguistic diversity are examined in the context of modernization and economic development. Interrelationships between South Asian nations will also be explored. *(CGCL; CMCL; CSOC)*

**GEOG 376 - Geography of East Asia (3 credits)**

This course offers a study of the physical and human geography of East Asia, in context of the interrelationships between East Asian countries, their neighbors, and the world. This course will investigate major political, economic, social and environmental geography patterns, processes, and issues of China, Taiwan, Japan, Korea, Vietnam and Malaysia.

**GEOG 381 - Geography of Latin America (3 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or GEOG 151*

Physical and cultural patterns of selected countries of South America. Emphasis on current economic and political problems. *(CGCL; CMCL; CSOC; CWRT)*

**GEOG 383 - Geography of the United States (3 credits)**

*Prerequisite: GEOG 151*

The land and people of the United States intertwine to form a vast, complex, ever-changing fabric. As one of the great economic powers in the world, the U.S. must meet the challenges of governing a huge country of pronounced regionalisms, while living next door to the economic and political questions marks of Mexico and Canada. Students will explore such diverse topics as ancient mountain systems, environmental and resource issues, urban and rural immigrant populations and their historic and current distributions, regional cuisines and America's appeal to the traveler. *Offered alternate spring semesters.*

**GEOG 386 - Geography of Canada (3 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or consent of instructor*



The geography of environment, resources and population is examined in relation to history, economic and regional land patterns of Canada. *Offered alternate years, spring semester.*

**GEOG 388 - Geography of Africa (3 credits)**

*Prerequisite: Any 100 level GEOG course*

The physical and cultural features of the African continent with special reference to the emerged political and regional patterns. *Offered spring semester. (CGCL; CSOC)*

**GEOG 395 - Field Study Tour in Geography (1-3 credits)**

Through travel, one is able to apply critical thinking skills and link demography, social, cultural, economic and/or political systems. Students will personally experience the changing business and socio-cultural environment in different geographic regions of that country and gain insights into the distinctive nature of the existing opportunities and challenges in diverse realms and regions. This course may be repeated for six credits. (CGCL; CMCL; CSOC)

**GEOG 400 - Special Topics in Geography (3 credits)**

*Prerequisite: Junior standing or consent of instructor*

This course entails vigorous analysis of various topics of special interest. May be taken for credit more than once with change of topic. *Offered on an occasional basis.*

**GEOG 413 - Geographic Information Systems (GIS) II (4 credits)**

*Prerequisite: GEOG 213 or consent of instructor*

This course offers a solid background in the fundamentals of Geographic Information Systems (GIS) to explore the analytical capabilities of GIS and apply them to real-world situations. Application of GIS techniques to problems in a variety of fields, including land-use planning, natural resource management, transportation, and urban and regional planning will be examined. Students develop their own projects and work at a more advanced level solving spatial problems with GIS. Students will have the practical experience of using GIS programming skills to solve real-world problems in a customized fashion. Three hours of lecture and one, two-hour laboratory weekly. *Offered spring semester.*

**GEOG 422 - Online Weather Studies (3 credits)**

In this meteorology course, which is designed and serviced by the American Meteorological Society (AMS), students will access and work with current weather maps delivered via the Internet, and will coordinate these maps with learning activities keyed to the day's weather. This study of the atmosphere includes weather systems from local to global scales, severe weather and current weather applications. The course meets three times per semester for evaluation. All other activities are executed solely on the Internet, with the faculty mentor guiding the student in understanding the basic principles of meteorology and analyzing real-time weather data. *Offered spring semester. May be taken for graduate-level credit.*

**GEOG 431 - Environmental Regulations (3 credits)**

*Prerequisite: GEOG 130 or GEOG 331 or consent of instructor*

This course examines environmental regulation as a significant aspect of environmental geography, which is the study of spatial aspects of the interaction between humans and the natural world. In the United States, much of that interaction is mediated through environmental regulations, which in turn arise from a series of landmark environmental laws, including the Clean Air Act, the Clean Water Act, the Resources Conservation and Recovery Act and Superfund. Students will learn about the origins of these acts, how they give rise to regulations, and how enforcement of regulations is articulated at the federal, state and local levels. Innovations such as toxic reduction will be discussed in a regulatory context, as will the implications of regulatory programs for non-government organizations, consultants and private industry. *Offered alternate spring semesters.*

**GEOG 441 - Geographic Frameworks (3 credits)**

*Prerequisite: GEOG 290 or consent of instructor*

This course enables undergraduate students majoring in primary or secondary education to develop a detailed understanding of the discipline of geography. State, national and international framework documents are examined, with particular attention to current Massachusetts frameworks. The course is organized around such fundamental geographic concepts as place, scale, regions and human-environment interaction. It demonstrates how geographers use these concepts to develop a greater understanding of the world. *Offered alternate fall semesters.*

**GEOG 462 - Principles of Urban Planning (3 credits)**

*Prerequisite: GEOG 213 and GEOG 290; or consent of instructor*

An introduction to the process of planning which deals with the interrelationships of resources, facilities, activities, and people over time and space. *Offered alternate years, spring semester. May be taken for graduate-level credit.*



**GEOG 463 - Applications in Urban Planning (3 credits)**

*Prerequisite: GEOG 462*

This course is intended for students with a strong interest in urban and regional planning. The course examines past cases and future proposals for a variety of land use and zoning decisions. The focus is on applying good growth management practices that allow communities to sustain their economic health, foster diversity, and promote sense of place. Students will analyze current trends in population, employment and housing in order to construct an example master plan that relates these factors to land use and development choices that promote smart growth. *Offered alternate years, spring semester.*

**GEOG 485 - Honors Thesis (3 credits)**

*Prerequisite: Consent of instructor for students in Commonwealth Honors Program and/or Departmental Honors*

The Honors Thesis is the culmination of a student's work in the Honors Program, and consists of one or two semesters' pursuit of an advanced student-generated project. The student meets regularly with his or her thesis adviser, and the thesis is read for approval by the department Honors Committee or its designees. This course may be repeated for a maximum of six credits.

**GEOG 490 - Seminar in Geography (3 credits)**

*Prerequisite: Open to geography majors in their final year*

The historical development of methods and techniques used in geographic research. Preparation of a research paper on a problem selected from one of the subdivisions of geography. This course serves as a capstone for geography majors. *Offered fall semester. May be taken for graduate-level credit. (CWRM)*

**GEOG 495 - Field Experience in Geography (1-3 credits)**

*Prerequisite: GEOG 290 with a minimum grade of "C-"; or consent of instructor*

Students will have the opportunity to gain first-hand field experience in particular specialties of geography. The experience is designed for a broad range of field and laboratory-oriented courses of special interest to geography majors and minors. Emphasis on depth or breadth of a selected topic will depend on the objectives of the instructor offering the course. Students will be required to review the background and methods of selected topics and then to design projects to study problems or issues within the scope of the class. Students will be exposed to a range of field techniques including sampling and the use of various types of measurement equipment. Students will work independently and as part of teams. Typically, classes will meet every week for one hour with one credit for a single weekend field expedition and three credits for experiences requiring weekly fieldwork or laboratory experiments throughout the semester. This course is repeatable for up to six credits for different field experiences.

**GEOG 497 - Undergraduate Research in Geography (3 credits)**

*Prerequisite: Junior or senior standing and acceptance by the supervising faculty member*

Students who are accepted by a faculty member as a participant in an undergraduate field or laboratory research project enroll in this course. Projects entail research in the faculty member's subdiscipline and are publicized as they become available. Students are extensively involved in experimental planning, execution, analysis and reporting, and present their results to the department.

**GEOG 498 - Internship in Geography or Planning (3-6 credits)**

*Prerequisite: Consent of the department; formal application required*

Student internships in local planning department or agency. The purpose of this internship is to provide a student with experience in various aspects of his/her planning interest. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**GEOG 499 - Directed Study in Geography (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**GEOG 504 - Online Weather Studies (3 credits)**

This is a meteorology course that will cover all major aspects of atmospheric processes, including weather systems from local to global in scale and severe weather. This online course will involve work with current weather maps and data delivered via the Internet, and will coordinate this information to the day's weather. The instructor guides the student in understanding the basic principles of meteorology and in analyzing real-time weather data. The class meets in a formal classroom three times per semester. A research project is required which is keyed to the background and interests of each student. *Offered spring semester.*

**GEOG 520 - Special Topics in Geography (1-3 credits)**

*Prerequisite: May be specified depending on the nature of the topic*

Special topics of current relevance to geography will be offered from time to time. The topic to be offered will be announced prior to registration. This course may be taken more than once for different topics.

**GEOG 551 - Geography in the Middle School (3 credits)**

This course examines in depth the characteristic features of countries on six continents as delineated by the Massachusetts curriculum framework. Course participants will develop the geographic content that can be translatable for classroom use at the middle school level. The purpose of the course is for teachers to develop the necessary knowledge, insights, and teaching approaches so that they can teach, with confidence, about the various regions of the world. The geographic approach used in the course integrates historical, economic, and political issues in order to develop a more comprehensive understanding of our world.

**GEOG 580 - The Regional Method in Geographic Analysis (3 credits)**

This course examines the nature of regionalism as a heuristic device. The purposes and problems of regionalization are explored in a variety of contexts where human and physical phenomena interact. Regions are analyzed and changing social constructs essential for the spatial analysis so central to geographic inquiry. The course examines changing definitions of regionalism from the French compage to the fluid functional regions of contemporary life.

**Geography: Other Approved Courses****GEOG 502 - Research****GEOG 503 - Directed Study****GEOG 550 - Contemporary Issues in Geography****■ GEOLOGICAL SCIENCES****GEOL 100 - Physical Geology (4 credits)**

This course is an introduction to the processes that formed and continue to shape the earth. Lecture topics include continental drift, rock and mineral forming processes, and the effects of agents of erosion such as glaciers, streams and waves. The laboratories develop skill in rock identification and map interpretation. Three hours of lecture and one two-hour laboratory period weekly. *Offered either semester.* (CNSL)

**GEOL 101 - Historical Geology (4 credits)**

*Prerequisite: GEOL 100*

This course is an introduction to the origin and evolution of the earth. Topics include the development and transformation of continents, ocean basins, the atmosphere and life over geologic time. An emphasis is placed on modeling earth's evolution from observations of the rock record. The laboratory fosters development of field and quantitative skills. Three hours of lecture and one two-hour laboratory weekly. *Offered spring semester. (Formerly EASC 101)*

**GEOL 102 - History of the Earth (3 credits)**

The geologic origin and evolution of the planet earth is surveyed in this course. An emphasis is placed on the co-evolution of life and the changing surface environment over geologic time. *Offered spring semester. (Formerly EASC 102) (CNSN)*

**GEOL 135 - Geology of National Parks and Monuments (3 credits)**

This course is designed to introduce students to the wonders and basic geologic processes and principles used to study the geological history of selected national parks and monuments throughout the United States. Lectures will be supplemented with slides, maps and geologic specimens for the regions discussed in class. *(Formerly EASC 135) (CNSN)*

**GEOL 150 - Earth's Climate (3 credits)**

Climate change is an important and hotly debated topic both in the scientific community and in people's everyday lives. This course will look at how the Earth's climate has changed over the last 4.6 billion years, what we know about those changes, and how this information can help us today and into the future. We will examine basic techniques used by scientists to read the climate record and how to analyze this data. Discussion will center on causes for past climate changes and how humans today are possibly impacting or causing a shift in the Earth's climate. *(Formerly EASC 150) (CNSN)*

**GEOL 180 - Forensic Geology (3 credits)**

This course will examine how the scientific method is applied to a diverse set of geologic conditions that assist law enforcement and are used in solving criminal investigations. This geologic evidence is in general used to place a person or object at the scene of a crime or show travel path. Case studies will be used to highlight how geology, and understanding geologic processes, can be used to help provide

valuable information in solving various crimes or litigation problems. Classroom assignments and group work in the hands-on investigative approach to solving a “crime” are constructed to provide a more effective introductory geology experience. (Formerly EASC 180) (CNSN)

### **GEOL 194 - Environmental Geology (3 credits)**

This course introduces students to the application of geologic principles in recognizing and controlling the effects of environmental problems such as earthquakes, volcanoes, floods, beach erosion, hazardous waste disposal, mining, petroleum exploration and ground water quality. *Offered either semester. (Formerly EASC 194) (CNSN)*

### **GEOL 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

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### **GEOL 210 – Oceanography (3 credits)**

*Prerequisite: Any 100-level biology, chemistry, geological science, geography (physical science), or physics course*

This course surveys the physical and chemical aspects of earth's ocean, including the geology of the seafloor, ocean currents, tides, waves, sediment transport and deposition, seawater chemistry and submarine hot springs. An emphasis is also placed on oceanographic research expeditions and the tools used by scientists to explore the seafloor. *Offered spring semester. (Formerly EASC 305 and EASC 210)*

### **GEOL 215 - Solar System Astronomy (3 credits)**

*Prerequisite: Any 100-level biology, chemistry, geological science, geography (physical science) or physics course*

This course focuses on the physical, chemical, geological and biological processes operating in the solar system. Topics include celestial mechanics, radiation and spectroscopy, solar processes, planetary interiors, surfaces and atmospheres, the origin of life and theories of the origin and evolution of the solar system. *Offered fall semester. (Formerly EASC 215)*

### **GEOL 225 – Geodynamics (4 credits)**

*Prerequisite: Any 100-level GEOL, CHEM, PHYS, BIOL course or GEOG 100*

This course explores the dynamic processes that shape the solid Earth. It applies physics, chemistry, and mathematics to the study of how mantle convection leads to plate tectonics and related geologic phenomena such as seafloor spreading, mountain building, volcanoes, and earthquakes. The techniques used to probe Earth's interior are also examined, including the use of magnetic fields, gravity, seismic waves, as well as the mineralogy of rocks and their isotopic composition. Three hours of lecture and one two-hour laboratory weekly.

### **GEOL 240 – Hydrology (4 credits)**

*Prerequisite: GEOL 225*

This course examines the hydrologic cycle, including precipitation, infiltration, evaporation, transpiration, stream flow and ground-water flow. The laboratory will focus on field measurements with an emphasis on modeling of groundwater flow from a physical and chemical perspective. Basic water laws and regulations, as well as contamination issues are also reviewed. Two hours of lecture and one four-hour laboratory weekly. *Offered spring semester. (Formerly EASC 240)*

### **GEOL 250 – Geomorphology (4 credits)**

*Prerequisite: GEOL 225*

This course examines the natural processes that control the development of earth's surface topography on many different scales. The role on internal processes such as tectonics is explored in addition to surface processes related to the action of rivers, glacial ice, wind, waves, currents and tides. Laboratory work focuses on the identification and interpretation of land-forms on topographic maps. Two hours of lecture and one four-hour laboratory weekly. *Offered fall semester. (Formerly EASC 250)*

### **GEOL 260 – Mineralogy (4 credits)**

*Prerequisite: GEOL 225*

This course investigates the minerals that compose the solid earth. Topics to be covered include the physical and chemical properties of minerals, mineral structures, mode of occurrence, mineral formation and crystallography. Laboratory work will involve mineral identification using visual observation and state-of-the-art analytical equipment including X-ray diffraction and optical microscopy. Two hours of lecture and one four-hour laboratory weekly. (Formerly EASC 260)

**GEOL 280 - Vertebrate Paleontology (3 credits)**

*Prerequisite: GEOL 101*

This course examines the nearly 500 million-year history of vertebrate life on Earth and the origin of the major innovations that characterize its diversity. This diversity will be considered in the light of various classification methods, and the major innovations will be discussed in the context of various mechanisms of evolution. *Offered fall semester. (Formerly EASC 280)*

**GEOL 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

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**GEOL 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. *(Formerly EASC 299) (CSYS)*

**GEOL 300 - Excursions in Geology (3-6 credits)**

*Prerequisite: Consent of instructor*

Preliminary lectures on a study area followed by one to six weeks of interdisciplinary field study leading to a final report are included in this course. Travel and living expenses will be borne by the student. The study areas will be in the western U.S. or foreign countries such as Canada, Mexico, Ireland or Greece. This course is of interest to anthropology, biology and geography majors as well as other students. *(Formerly EASC 300)*

**GEOL 320 - Geology of New England (3 credits)**

*Prerequisite: GEOL 101*

This course will examine the geological history of New England and adjacent areas with an emphasis on the last 500 million years of geologic time. In this context, the tectonic history of New England will be explored in detail. Other important topics include the changing surface environment with a focus on ice ages and climate change. The laboratory will emphasize the use of geologic maps and field trips to areas of geologic significance in southeastern New England. Two hours of lecture and one four-hour laboratory period weekly. *Offered fall semester. (Formerly EASC 320)*

**GEOL 350 - Structural Geology (4 credits)**

*Prerequisite: GEOL 225*

This course explores the origin and analysis of rock structures produced by deformation. Laboratory exercises involve the construction and interpretation of geologic maps and geometric analysis of rock structures. Field trips will emphasize mapping skills and the interpretation of rock sequences. Two hours of lecture and one four-hour laboratory weekly. *Offered spring semester. (Formerly EASC 350)*

**GEOL 360 - Igneous and Metamorphic Petrology (4 credits)**

*Prerequisite: GEOL 260*

This course will study the minerals, compositions, textures, structures, classifications and origins of the igneous and metamorphic rocks that compose the solid Earth. Lectures will emphasize rock forming processes (petrology), and laboratories will emphasize the use of the petrographic microscope (petrography). Several field trips examining the geology of southeastern New England will be required. Two hours of lecture and one four-hour laboratory weekly. *Offered spring semester. (Formerly EASC 463 and EASC 360) (CWRM)*

**GEOL 370 - Sedimentary Geology (4 credits)**

*Prerequisite: GEOL 260*

Sedimentary geology examines the chemical, physical and biological processes responsible for generating and accumulating sedimentary rocks. The first half of the semester will focus on how sediments are created, transported and deposited in various sedimentary

environments. The second half of the semester will focus on how sedimentary strata are accumulated and preserved. Two hours of lecture and one four-hour laboratory weekly. *Offered fall semester. (Formerly EASC 370)*

#### **GEOL 450 – Geochemistry (4 credits)**

*Prerequisite: GEOL 225 or CHEM 142*

This course explores the application of thermodynamic principles to solve geologic problems. The chemical interaction of rock and water will be emphasized, as it relates to the chemistry of natural waters on and near the surface of the earth, rock weathering and global geochemical cycles. Laboratory work will include the analytical techniques used to measure water chemistry and computer modeling of natural geochemical systems. Two hours of lecture and one four-hour laboratory weekly. *Offered fall semester, odd years. (Formerly EASC 450)*

#### **GEOL 455 - Honors Thesis (3 credits)**

*Prerequisite: Open to earth science majors in the Commonwealth Honors Program or Departmental Honors Program and consent of instructor*

The honors thesis is the culmination of a student's work in the honors program and consists of an advanced student-generated research project to be completed by taking the honors thesis for a total of six credits over two semesters. Students will meet regularly with their thesis adviser and the thesis is read for approval by the departmental Honors Committee or its designees. This course may be repeated for a maximum of six credits. This course may be taken twice for a maximum of six credits. *(Formerly EASC 455)*

#### **GEOL 460 – Geophysics (4 credits)**

*Prerequisite: GEOL 225 or PHYS 182 or PHYS 244*

In this course, students will apply physics to solve geological problems. Topics include seismology, the Earth's gravitational and magnetic fields, heat flow, plate tectonics and the internal structure of the Earth. The laboratory involves problem solving and field measurements using modern geophysical equipment to image the subsurface. Geophysical techniques relevant to oil, gas and mineral exploration as well as engineering and environmental applications are examined. Two hours of lecture and one four-hour laboratory weekly. *Offered fall semester. (Formerly EASC 460)*

#### **GEOL 470 - Earth Systems History (4 credits)**

*Prerequisite: GEOL 370*

Earth Systems History is a departmental capstone course that is focused on the complex interactions between Earth's chemical, physical and biological systems. Topics include global geochemical cycles, plate tectonics, climate change, and biological evolution during Earth's long and dynamic history. Students will learn geological problem-solving skills and will apply evidenced-based, scientific reasoning. Laboratory sessions are data intensive, and center around quantitative, analytical approaches. Two hours of lecture and one four-hour laboratory weekly. *Offered spring semester. (Formerly EASC 470)*

#### **GEOL 471 - Coastal Processes (3 credits)**

*Prerequisite: MATH 140/140E or MATH 150; and GEOL 100 or GEOG 121*

The frequently complex fluid-solid interactions which result in erosion and deposition in coastal environments are developed in this course. Methods of measurement and prediction are presented. *(Formerly EASC 471)*

#### **GEOL 480 - Remote Sensing (4 credits)**

*Prerequisite: GEOL 225*

Remote sensing is the measurement and characterization of the earth using satellites and airborne platforms. This course covers the theory of remote sensing and the acquisition, analysis and interpretation of image data collected from the visible, infrared, microwave and thermal portions of the electromagnetic spectrum. Laboratory work will emphasize digital image processing of the surface environment using state-of-the-art image-analysis software. Two hours of lecture and one four-hour laboratory weekly. *(Formerly EASC 480)*

#### **GEOL 485 - Contaminant Hydrogeology (3 credits)**

*Prerequisite: GEOL 240; and CHEM 132 or CHEM 142*

The fate and transport of groundwater contaminants in various hydrogeologic regimes are presented in this course. Methods for conducting hydrogeologic investigations are discussed in detail. *(Formerly EASC 440 and EASC 485) May be taken for graduate-level credit.*

#### **GEOL 490 - Field Methods in Geology (4 credits)**

*Prerequisite: GEOL 350 and GEOL 360*

In this course, basic field techniques used by geologists to create geologic maps are introduced. An emphasis will be placed on the collection, processing, and interpretation of field data collected from study areas in Massachusetts and Rhode Island. Students will be required to write formal geologic reports involving maps, cross-sections and supporting data. Two hours of lecture and one four-hour laboratory weekly. *Offered spring semester. (Formerly EASC 490)*



**GEOL 495 - Research Methods in Geology (3 credits)**

*Prerequisite: Consent of instructor*

In this course, students work as a research group on a semester-long project in the faculty member's geological sub-discipline. Students will perform an extensive literature review, develop the methodology to answer the research question, participate in data collection and analysis, and communicate the research findings to the department and the wider university community. The opportunity also exists to present the research findings at a professional conference or in a scientific journal publication depending on the quality and significance of the results. *(Formerly EASC 495)*

**GEOL 496 - Seminar in Geology (1 credit each semester)**

*Prerequisite: Senior standing in geology, earth science or chemistry/geology*

This course focuses on the development of thought concerning current global models and/or continuing controversies in geology. One credit will be earned per semester for a total of two credits to be awarded at the end of the second semester. *Offered fall semester. (Formerly EASC 496) May be taken for graduate-level credit.*

**GEOL 497 - Research in Geology (1-3 credits)**

*Prerequisite: Consent of instructor*

In this course, students work independently on a research project in consultation with a faculty mentor. The project may be designed solely by the student or through discussions with the faculty mentor and culminates with a research paper. The course is intended for more advanced students who have completed course work related to the research project. This course may be repeated for up to six credits. *Offered either semester. (Formerly EASC 497)*

**GEOL 498 - Internship in Earth Science (3-6 credits)**

*Prerequisite: Consent of the department; formal application required*

This course provides an opportunity for earth science majors to gain practical job experience in some aspects of earth/environmental science. Possible internships include positions in local, state and federal agencies as well as private corporations and consulting firms. This course may be taken twice for a maximum of six credits. *Offered either semester. (Formerly EASC 498)*

**GEOL 499 - Directed Study in Earth Science (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester. (Formerly EASC 499)*

**GEOL 560 - Special Topics in Earth Science (variable credit)**

This course will cover special topics of current relevance in earth science education. The topic to be addressed will be announced prior to registration. May be taken more than once with the consent of the adviser. *(Formerly EASC 560)*

## Geological Sciences: Other Approved Courses

**GEOL 315 - Computer Applications in Earth Science**

*(Formerly EASC 315)*

**GEOL 400 - Earth Systems Science I**

*(Formerly EASC 400)*

**GEOL 410 - Earth Systems Science II**

*(Formerly EASC 410)*

**GEOL 501 - Observational Astronomy**

*(Formerly EASC 501)*

**GEOL 502 - Research**

*(Formerly EASC 502)*

**GEOL 503 - Directed Study**

*(Formerly EASC 503)*

**GEOL 504 - Observational Meteorology**

*(Formerly EASC 504)*

**GEOL 550 - Modern Developments in Earth Science**

*(Formerly EASC 550)*

### ■ GERMAN



**LAGE 101 - Elementary German I (3 credits)**

*Prerequisite:* See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

**LAGE 102 - Elementary German II (3 credits)**

*Prerequisite:* LAGE 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

**LAGE 151 - Intermediate German I (3 credits)**

*Prerequisite:* LAGE 102

A review of German grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; and an introduction to German culture. (CGCL; CHUM)

**LAGE 199 - First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LAGE 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.

Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.

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**LAGE 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.

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## ■ GRADUATE STUDIES

**GRPP 501 - Graduate Program Planning (1 credit)**

The planning and development of a coherent program of graduate study appropriate to the student's academic and professional background and objectives. Graduate students who have been accepted into a master's degree or CAGS program should enroll under the direction of their adviser(s) immediately after acceptance by the College of Graduate Studies and prior to enrolling in any additional courses. Graded on a (P) Pass/(N) No Pass basis.

## ■ HEALTH

### **HEAL 102 - Health and Wellness (3 credits)**

Attitudes and practices as they influence effective living; common adult health problems; community health standards and services; special problems of community health.

### **HEAL 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in health allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

### **HEAL 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in health allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

### **HEAL 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **HEAL 200 - Principles and Practices of Health Education (3 credits)**

This introductory course is designed to provide students with an in-depth examination of the process and context of health education and health promotion. Students will receive information and resources that will enable them to begin developing the competencies and skills of entry-level health educators. *Offered fall semester.*

### **HEAL 210 - Issues in Male Health (3 credits)**

This course will address relevant topics as they pertain to issues in male health. The course will examine issues in male health throughout the lifespan (i.e., from birth until death) and will incorporate various aspects of health ranging from physical and emotional to spiritual and occupational.

### **HEAL 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in Health allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

### **HEAL 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in Health allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

### **HEAL 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_ \_ \_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_ \_ \_ 298 or \_ \_ \_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while

building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**HEAL 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**HEAL 300 - Current Issues in Health (3 credits)**

Designed to acquaint the students with current health issues and trends related to the school and community. *Offered spring semester.*

**HEAL 302 - American Red Cross Standard First Aid (1 credit)**

The purpose of the American Red Cross Standard First Aid course is to train students to help people in emergencies. This course teaches the standard first aid skills a person needs to act as the first link in the emergency medical service system.

**HEAL 315 - School and Community Health (3 credits)**

This course will provide an overview of the fundamental concepts and issues in school and community health and will examine basic community and school health principles. The personal, social, and environmental factors influencing the health of communities and schools will be explored. The course will also examine the historical and structural foundations of community and school health.

**HEAL 354 - Entrepreneurial Approach to Health and Wellness (3 credits)**

*Prerequisite:* HEAL 102 or consent of instructor

This course focuses on developing entrepreneurial skills for participants in the rapidly expanding health and wellness industry. Students will develop competencies so they can be successful health entrepreneurs, own health businesses, be self-employed or manage businesses for employers. *Offered either semester.*

**HEAL 360 - Health Care in the U.S. (3 credits)**

*Prerequisite:* Sophomore standing or consent of the instructor

This course is designed to provide an overview of the U.S. health care delivery system. Course topics include health care delivery, health care financing, and health care regulation. A major focus of the course is on the ways in which health care is structured and how the different aspects of the system interact with one another. *Offered every year.*

**HEAL 385 - Epidemiology: The Study of Diseases (3 credits)**

*Prerequisite:* HEAL 200

Epidemiology is the study of how health and disease are distributed in populations and the factors that influence disease distribution. This course will introduce basic epidemiological methods used in the study of health problems. It will focus on the tools and epidemiologic methods used in identifying, preventing and controlling disease. The course will also examine major chronic and infectious diseases – their etiology, transmission and prevention.

**HEAL 401 - Human Sexuality (3 credits)**

This course deals with issues of sexual response, including dysfunction and reproduction. Also included are discussions of sexual styles and expressions as they impact upon the biosocial and political climate of the times. Topics of in-depth analysis may focus upon IVF issues, fertility control and sexually transmitted diseases. *May be taken for graduate-level credit.*

**HEAL 404 - Cultural Diversity in Health and Disease (3 credits)**

*Prerequisite:* Any 200-level or above health course or consent of instructor

This course is a study of health knowledge, attitudes and behaviors of underserved cultural groups in the society, including but not limited to Native Americans, Hispanics, Latinos and Blacks. The focus is on the influence of cultural differences in health behaviors and practices in the etiology, prevention and treatment of diseases and health conditions. The course addresses the complexities involved in providing culturally appropriate health care and prepares participants to become culturally sensitive.

**HEAL 405 - Drugs in Society (3 credits)**

Study of the impact of the environmental and cultural values affecting the drug using population. Views on subculture and alternative life

styles and the forces that shape them. Understanding trends of modern treatment facilities and rehabilitation procedures. Emphasis on alternatives to drug use. *May be taken for graduate-level credit.*

#### **HEAL 406 - Health Behavior Management (3 credits)**

*Prerequisite: Any 200-level or above health course or consent of instructor*

This course is designed to equip students with concepts of empirically tested theories and strategies of health behavior change and disease management. Selected acute/chronic diseases and health conditions such as diabetes, selected cancer types, metabolic disorders, childhood obesity, chronic respiratory disorders, selected dental and eye diseases, HIV/AIDS, autoimmune disorders, cardiovascular diseases and mental disabilities will be covered.

#### **HEAL 407 - Stress Management (3 credits)**

This course is designed to provide students with an overview of the phenomenon of stress, and its relationship to specific illness, diseases and dysfunctions. The course also provides students with opportunities to practice, apply and demonstrate stress intervention and management techniques. *May be taken for graduate-level credit.*

#### **HEAL 420 - Women's Health Issues (3 credits)**

This course is designed to provide students with an overview of contemporary women's health topics. Students will explore the various dimensions of women's health – examining the contributing social, cultural, epidemiological, psychological, political and economic influences.

#### **HEAL 430 - Epidemiology and Community Health (3 credits)**

*Prerequisite: Junior standing or consent of instructor*

Applications of epidemiologic principles to the study of community based health issues including uses in program planning and evaluation. Basic epidemiologic data analysis and sources of community health statistics are also included. *May be taken for graduate-level credit.*

#### **HEAL 450 - Health Promotion Strategies (3 credits)**

*Prerequisite: HEAL 200 and HEAL 451*

This course is designed to provide students with the opportunity to study, apply and demonstrate various strategies and techniques appropriate to the diverse approaches of health education. The focus of the class is on planning and implementing health education and health promotion activities. *Offered spring semester. May be taken for graduate-level credit.*

#### **HEAL 451 - Program Planning in Health Promotion (3 credits)**

*Prerequisite: HEAL 200*

This class is designed to give students the tools and skills they need to design conduct, and evaluate health education programs in the various settings for health education. Assessing needs, formulating objectives, session/lesson planning, evaluation purposes, methods and designs will be covered. *May be taken for graduate-level credit. (CWRM)*

#### **HEAL 452 - Evaluation and Research in Health Promotion (3 credits)**

*Prerequisite: HEAL 451*

This course is designed to give students the tools and skills they need to design and conduct health program research and evaluation. Evaluation research purposes, levels, methods, designs and measurement issues will be covered. Some basic statistics will be included.

#### **HEAL 471 – Nutrition (3 credits)**

This course deals with the relationships between diet and disease prevention, cultural eating patterns, dysfunctional eating behaviors and issues relating to nutrition through the life span, as well as concerns related to food safety and the impact of technology. *May be taken for graduate-level credit.*

#### **HEAL 477 - Environmental and Consumer Health (3 credits)**

This course will utilize an ecological systems approach to examine current environmental and consumer concerns that affect health. Students will explore the impact of the environment on human health as well as the impact that humans have on the health of the environment. Students will also be provided with the information and skills that will enable them to make healthful and environmentally sound decisions regarding consumer health products, practices and services. *May be taken for graduate-level credit.*

#### **HEAL 481 - Selected Health Issues (1-3 credits)**

Designed to bring to the educator the latest information regarding selected health issues. Three issues will be offered each time the course is given and experts in the field will be brought in to deal with each topic. Given in modular form for 1-3 credits.

#### **HEAL 482 - Health Education in the Elementary Schools (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

Study of the identification and appraisal of physical, emotional and social health problems of elementary school children. Focus on

teachers' approaches toward health education and the creation of an emotionally, socially and intellectually healthy classroom environment. *May be taken for graduate-level credit.*

**HEAL 483 - Nutrition and Cardiovascular Health (3 credits)**

*Prerequisite: One course in nutrition or a scientifically based course that includes topics of nutrition*

This course will deal with the selection of nutritional foods throughout the life cycle with specific emphasis on how cardiovascular health may be maintained and/or improved by proper nutritional practices. *May be taken for graduate-level credit.*

**HEAL 484 - Death and Dying Education (3 credits)**

A study of the health issues (physical, emotional and social) related to terminal illness and death. *May be taken for graduate-level credit.*

**HEAL 485 - Medical and Scientific Aspects of Human Sexuality (3 credits)**

*Prerequisite: HEAL 401 or consent of instructor*

The purpose of this course is to update the advanced sexuality student on medical research as it relates to human sexuality. Course content may consider such issues as fertility medications, sexual dysfunction, as well as research on variations in sexual styles. *Offered alternate years. May be taken for graduate-level credit.*

**HEAL 490 - Senior Seminar in Health Education (1 credit)**

*Prerequisite: HEAL 200 and HEAL 300 and HEAL 401 and HEAL 405 and HEAL 407 and HEAL 451 and HEAL 471 and HEAL 477; and HEAL 430 or both HEAL 315 and HEAL 385*

This course serves as a capstone course for health education majors. A review of the concepts and skills addressed in the major courses and their applications to the discipline of health education will serve to prepare students for the National Certified Health Education Specialist exam. Student portfolios will be submitted and assessed. Also included will be a focus on job preparation skills.

**HEAL 491 - Field Based Pre-Practicum in Health (2 credits)**

*Prerequisite: Admission to the Professional Education Program*

This course is designed to provide the student with an introduction to teaching health education in an off-campus setting.

**HEAL 492 - Practicum in Student Teaching – Health (12 credits)**

*Prerequisite: Acceptance and good standing in teacher preparation program and satisfactorily completed department teacher preparation program courses and admission to the Professional Education Program*

Full-time teaching for one semester with supervision provided by members of the department.

**HEAL 495 - Practicum in Student Teaching – Elementary Health (Health/Family and Consumer Science) (6 credits)**

*Prerequisite: HEAL 491 and acceptance into student teaching*

This course is designed to provide the student with faculty-supervised student-teaching experience in health education with grades K-6. This practicum is full-time for one quarter (8 weeks). Students will be evaluated using standards and guidelines set by AAHE, the Massachusetts Department of Education and the Massachusetts Comprehensive Health Curriculum Framework.

**HEAL 496 - Practicum in Student Teaching-Secondary Health (Health/Family and Consumer Science) (6 credits)**

*Prerequisite: HEAL 491 and acceptance into student teaching*

This course is designed to provide the student with faculty-supervised student-teaching experience in health education with grades 7-12. This practicum is full-time for one quarter (8 weeks). Students will be evaluated using standards and guidelines set by AAHE, the Massachusetts Department of Education and the Massachusetts Comprehensive Health Curriculum Framework.

**HEAL 498 - Field Experience in Health (3-15 credits)**

*Prerequisite: HEAL 451 and a cumulative GPA of 2.8; or consent of the department*

A field experience offers qualified students the opportunity to gain practical off-campus experience in health education/promotion. Placements are made in both public and private agencies and are designed to strengthen students' competencies in the CHES (Certified Health Education Specialist) areas of responsibility. This course may be repeated for a maximum of 15 credits.

**HEAL 499 - Directed Study in Health (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**HEAL 501 - Health Promotion Project (3 credits)**

Individual health promotion project is planned, implemented and evaluated under the direct supervision of a faculty mentor.



**HEAL 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph titled “Directed or Independent Study” in the “College of Graduate Studies” section of this catalog. This course may be repeated for a maximum of six credits.

**HEAL 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled “Directed or Independent Study” in the “College of Graduate Studies” section of this catalog. This course may be repeated for a maximum of six credits.

**HEAL 504 - Seminar in Health Promotion Theory and Literature (3 credits)**

This course is designed to orient the graduate student to the process of a formal literature review and the subsequent theory that ensues. The student will be required to complete a comprehensive literature review and deliver a formal seminar report.

**HEAL 508 - Health Crisis Intervention (3 credits)**

*Prerequisite: Six credits in health*

Dealing with mental, emotional and social health problems of the individual, the family and society. Exploration of suicide education, death education and psychosomatic illness. Investigation and practice of techniques of aiding the potential suicide; the tripping drug user; the chronic alcoholic; the obese, neurotic, and promiscuous; geriatric problems; and health care availability. Course will consider agency roles in these areas. *Offered alternate years.*

**HEAL 510 - Advanced Nutrition Concepts (3 credits)**

*Prerequisite: HEAL 471 or a nutrition course*

An advanced course in nutrition with emphasis on current nutritional concepts and a critical analysis of major nutritional issues.

**HEAL 511 - Research and Evaluation Methods in Health Promotion (3 credits)**

This course will develop competencies needed to both produce and consume research in health promotion and allied areas. Via the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. *Offered fall semester.*

**HEAL 516 - Family Life and Sex Education (3 credits)**

*Prerequisite: At least one course in human sexuality and consent of instructor*

Curriculum development and implementation strategies for comprehensive school/community-based sexuality education. The course deals with a variety of sexuality issues including STDs, fertility and contemporary social issues of sexism and aggression. *Offered alternate years.*

**HEAL 518 - Quantitative Methods in Health Promotion and Epidemiology (3 credits)**

This is an introductory course in quantitative methods in epidemiology and health promotion. The course includes inferential and descriptive techniques as well as life table construction and epidemiological rates, ratios and proportions.

**HEAL 519 - Scientific and Philosophical Foundations of Health Promotion (3 credits)**

The focus of this course is on surveying and providing the historical/philosophical foundations of health promotion and providing a scientific basis for the development of health promotion programs.

**HEAL 520 - Designing and Administering Health Promotion Programs (3 credits)**

Analysis and skill development in administration of health promotion programs in a variety of settings with emphasis on administrative issues, staff development and consultation.

**HEAL 525 - Women's Health Issues (3 credits)**

This course is designed to provide students with an overview of contemporary women's health topics. Students will explore the various dimensions of women's health, and examine the contributing social, cultural, epidemiological, psychological, political and economic influences.

**HEAL 535 - Comprehensive Elementary School Health Program (1.5 credits)**

Aspects of the comprehensive school health program related to the role of the K-6 classroom teacher will be examined. *Offered spring semester.*

**HEAL 577 - Environmental and Consumer Health (3 credits)**

This course will utilize an ecological systems approach to examine current environmental and consumer concerns that affect health.



Students will explore the impact of the environment on human health as well as the impact that humans have on the health of the environment. Students will also be provided with the information and skills that will enable them to make healthful and environmentally sound decisions regarding consumer health products, practices and services.

#### **HEAL 581 - Special Topics in Health Education (1-3 credits)**

Special topics in health education are presented with special emphasis on application in the field. Topics are given in modules of 1-3 credits each. This course may be repeated for different topics.

#### **HEAL 594 - Educational Approaches to Changing Drug Use Behavior (3 credits)**

*Prerequisite: At least one course pertaining to drugs and consent of instructor*

The focus of this course is drug abuse problems in youthful populations. The importance of teachers developing their own self-awareness and using early intervention strategies is emphasized. Teachers at the elementary and secondary levels will experience a variety of methodologies intended to equip them with strategies for changing student behaviors in respect to present or intended drug use. All course participants will develop skills in assessing student needs, planning and implementing drug education programs and evaluating their effectiveness in changing attitudes, beliefs, values and behaviors related to drug use. *Offered alternate years.*

#### **HEAL 595 - Internship in Health Promotion (1-6 credits)**

*Prerequisite: 15 graduate credits must be completed or consent of instructor*

An internship offers qualified students the opportunity to gain practical experience within their major area of interest. Placements are designed to complement a student's program focus.

### **Health: Other Approved Courses**

#### **HEAL 455 - Promoting Health in the Workplace**

#### **HEAL 474 - Community Health**

### ■ **HIGH SCHOOL EDUCATION**

#### **HSED 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

#### **HSED 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

#### **HSED 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year

Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**HSED 412 - Strategies for Teaching in the High School - History/Political Science (3 credits)**

*Prerequisite: EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program*  
Strategies, including methods, materials and media for teaching history/political science in the high school are studied. Developing competency and versatility is stressed through simulations and guided teaching in area high schools. *Offered either semester.*

**HSED 414 - Strategies for Teaching in the High School – English (3 credits)**

*Prerequisite: EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program*  
Strategies, including methods, materials and media for teaching English in the high school are studied. Developing competency and versatility is stressed through simulations and guided teaching in area high schools. *Offered fall semester.*

**HSED 422 - Strategies for Teaching in the High School – Mathematics (3 credits)**

*Prerequisite: EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program*  
Strategies, including methods, materials and media for teaching mathematics in the high school are studied. Developing competency and versatility is stressed through simulations and guided teaching in area high schools. *Offered fall semester.*

**HSED 465 - Strategies for Teaching in the High School - Integrated Science (3 credits)**

*Prerequisite: EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program*  
Strategies, including methods, materials and media for teaching integrated science in the high school are studied. Developing competency and versatility is stressed through simulations and guided teaching in area high schools. *Offered fall semester.*

**HSED 499 - Directed Study in High School Education (1-3 credits)**

*Prerequisite: Consent of the department*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**HSED 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**HSED 560 - Special Topics (3 credits)**

*Prerequisite: Course prerequisites may be specified depending on the nature of the topic*

Special topics of current relevance in education will be offered from time to time. The topic to be addressed will be announced prior to registration. May take more than once with consent of the adviser.

## High School Education: Other Approved Courses

**HSED 490 - Student-Teaching Practicum – High School**

**HSED 491 - Internship in High School Education**

**HSED 495 - High School Practicum**

**HSED 502 - Research**

## ■ HISTORY

**HIST 111 - Western Civilization to the Reformation (3 credits)**

The course surveys the major developments from the genesis of Western civilization to the establishment of absolute monarchy. These developments include the Near Eastern, the Graeco-Roman, and the Judeo-Christian traditions of our civilization. *Offered either semester.* (CGCL; CHUM; CMCL)

**HIST 112 - Western Civilization since the Reformation (3 credits)**

The course surveys the major developments in Western civilization from the establishment of absolute monarchy to the present. These developments include the evolution of political, economic, social and intellectual aspects of the modern world. *Offered either semester.* (CGCL; CHUM; CMCL)

**HIST 131 - World History to 1500 (3 credits)**

This course will survey major issues in the politics, society, culture and economy of human societies around the world, from human evolution to 1500. (CGCL; CHUM; CMCL)

**HIST 132 - World History since 1500 (3 credits)**

This course will survey major issues, events and processes in the politics, society and economy across societies from the world's major regions, from 1500 to present. (CGCL; CHUM; CMCL)

**HIST 151 - Asian Civilization (3 credits)**

An introductory survey of the major Asian civilizations including those of China, Japan, and India. This course presents a historical view of Asian traditions and their modern transformation in the context of East-West interactions. (CGCL; CHUM; CMCL)

**HIST 161 - History and Culture of Mexico (3 credits)**

This course surveys the history of Mexico from the earliest human inhabitation to the present. It will present different interpretations of the major themes and developments in Mexican history: the ancient civilizations of Mesoamerica, the Spanish conquest and colonization, Mexico's struggle for independence from Spain, the development of a unique Mexican culture incorporating Hispanic and indigenous traditions, and the quest for modernization and nationhood through reform and revolution. Special attention will be paid to relations between Mexico and the United States, from the Mexican-American War to NAFTA. (CGCL; CHUM; CMCL; CWRT)

**HIST 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**HIST 221 - United States History and Constitutions to 1865 (3 credits)**

This course examines the development of the nation from the age of exploration to the end of the Civil War. It emphasizes the economic, political, intellectual and social maturing of the United States. *Offered either semester.* (CHUM; CUSC)

**HIST 222 - United States History and Constitutions since 1865 (3 credits)**

This course continues the study begun in HIST 221 down to the present. It emphasizes the growth of America as an industrial and world power and the increasing role of government in American life. *Offered either semester.* (CHUM; CUSC)

**HIST 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**HIST 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar

requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**HIST 400 - The Ancient World: Near East (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

From prehistoric times through the Persian Empire. *May be taken for graduate-level credit.*

**HIST 403 - Ancient Greece and the Hellenistic Age (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

A historical survey of Ancient Greece and a comprehensive study of the cultural contributions of the Greeks to western civilization. *May be taken for graduate-level credit.*

**HIST 404 - The Ancient World: Rome (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

From its beginnings to the barbarian invasions. *May be taken for graduate-level credit.*

**HIST 406 - Rise of Early Christianity (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

This course traces the development of Christian beginnings from the birth of Christ to the Council of Nicaea in A.D. 325. It intends to examine the cultural, social, intellectual, political and religious climate in the Roman Empire out of which Christianity sprang, the problems the early Christians encountered, and the Christian reaction to these problems. *May be taken for graduate-level credit.*

**HIST 410 - Latin American Women and Gender History (3 credits)**

*Prerequisite: One course from two of the following: HIST 111 or HIST 131; HIST 112 or HIST 132; HIST 477 or HIST 478*

This course will explore Latin American women's history and gender issues from the Spanish conquest through the present. Special emphasis will be given on the ways that class and race influence women's experiences and on how and why gender was a central component of Latin American social and political development over time.

**HIST 414 - Politics and Culture in Modern Ireland (3 credits)**

*Prerequisite: HIST 112 or HIST 132 or consent of instructor*

This course explores the social and political history of Ireland from the late 18<sup>th</sup> century to the present. Particular attention will be given to events such as the Famine, the campaign for Home Rule, the signing of the Anglo-Irish Treaty and the "Troubles" in Northern Ireland.

**HIST 415 - Europe in the Middle Ages (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

From the fall of Rome to the Renaissance. *Offered once in three years. May be taken for graduate-level credit.*

**HIST 418 - Renaissance Europe (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 131, HIST 132*

This course will begin with an examination of the implications of the commercial revolution in Western Europe and with the rise of the Italian communes and then explore the demographic, social, political, military, cultural, and economic history of western and central Europe during the Renaissance. *May be taken for graduate-level credit.*

**HIST 419 - The Reformation and Wars of Religion (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 131, HIST 132*

This course will examine the causes, conditions and results including domestic and international warfare of the Protestant Reformation and Catholic Reform movement in Europe and its colonies to circa 1648.

**HIST 420 - Early Modern Europe: Society and Culture (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 131, HIST 132*

This course will explore the history of European social and economic life, thought, and culture of elites and common folk from the 16<sup>th</sup> through the 18<sup>th</sup> centuries.

**HIST 421 - European Women's History: Medieval Renaissance and Reformation (3 credits)**

*Prerequisite: HIST 111 or HIST 112; or consent of instructor*

This course is an examination of the prescriptive notions of "woman" as well as the varieties of actual historical experiences of women in western European society from the early Middle Ages through the Renaissance and Reformation periods (ca. 500-1650). *Offered alternate years. May be taken for graduate-level credit.*

**HIST 425 - British History since 1603 (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

England and its empire to 1815 with stress on parallel developments in American history, including economic and social factors. *May be taken for graduate-level credit.*

**HIST 426 - British Empire and Commonwealth since 1815 (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

Political development to the present with emphasis on the rise and fall of the second empire. *May be taken for graduate-level credit.*

**HIST 427 - The British Atlantic World: 1500-1800 (3 credits)**

*Prerequisites: Two of the following: HIST 112 or 132 or 221; or consent of instructor*

This course looks at how people from Europe, Africa and the Americas came together in the early modern period, changing the worlds they knew and forging new relationships and institutions. This course will focus on several themes present in the Atlantic world, including cultural encounters, indentured servitude and slavery, commerce and trade, marginal characters, religion and political revolution. Each theme will be covered in a separate section of the class that combines lectures with secondary and primary sources. *May be taken for graduate-level credit.*

**HIST 430 - 19th-Century Europe (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

From the Napoleonic era to the eve of the First World War. *May be taken for graduate-level credit.*

**HIST 431 - 20th-Century Europe (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

Particular focus on backgrounds, development, and effects of the two world wars. *May be taken for graduate-level credit.*

**HIST 432 - Intellectual History of Modern Europe (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

From the Renaissance to the present. *Offered once in three years. May be taken for graduate-level credit.*

**HIST 434 - Modern Russia to 1917 (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

Political, social and economic factors in the history of Russia from the end of the 15<sup>th</sup> century to the Revolution. *May be taken for graduate-level credit.*

**HIST 435 - History of the U.S.S.R. (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

The political, social, intellectual and diplomatic history of the Soviet Union. *May be taken for graduate-level credit.*

**HIST 437 - European National Histories (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 131, HIST 132*

This course will treat an individual nation in the context of Modern European History. The country to be studied will be announced in advance. The course may focus, for example, on France, Germany, Italy, Poland, Portugal or Spain. This course may be repeated for different topics. *May be taken for graduate-level credit.*

**HIST 439 - Topics in Non-United States History (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

Varied topics such as the Crusades and Latin American revolutions. This course may be repeated for different topics. *Offered either semester. May be taken for graduate-level credit.*

**HIST 440 - Topics in United States History (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

Varied topics such as the French in New England, history of Boston, American assassinations, the Vietnam War and Abraham Lincoln. This course may be repeated for different topics. *Offered either semester. May be taken for graduate-level credit.*

**HIST 441 - United States History: The Colonial Period 1607-1763 (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

The settlement and growth of the English colonies of America; England's colonial policies; economic and institutional development in the provincial period; the wars with the Native Americans; and the rivalry with the French in America. *Offered alternate years. May be taken for graduate-level credit.*



**HIST 442 - United States History: The American Revolution 1763-1787 (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

Background and causes of the American Revolution; the military, social, political and diplomatic aspects of the Revolution. The government under the Articles of Confederation and the problems engendered by the attainment of political independence. *Offered alternate years. May be taken for graduate-level credit.*

**HIST 443 - United States History: The Early National Period (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

United States history from the establishment of the Republic to the election of Andrew Jackson. *May be taken for graduate-level credit.*

**HIST 444 - Jacksonian Democracy and the Coming of the Civil War (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

The election of Andrew Jackson and the "rise of the common man," the Whig-Democrat rivalry, the Texas question, Manifest Destiny, the rise of abolitionism, and the events leading to the outbreak of the Civil War. *May be taken for graduate-level credit.*

**HIST 445 - United States History: The Civil War (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

Background and causes of the Civil War, the military and naval aspects. Civil War music, art, and literature; diplomacy of the Civil War; the home front in the war; the plans for reconstruction; and military reconstruction. *Offered fall semester. May be taken for graduate-level credit.*

**HIST 448 - United States Foreign Relations to 1900 (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

From the American Revolution to 1900. *Offered fall semester. May be taken for graduate-level credit.*

**HIST 453 - United States History: Progressive Era (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

The rise of the Progressive movement in American history to the early 1920s as reflected in politics, government, and the social and intellectual life of the era. *Offered alternate years. May be taken for graduate-level credit.*

**HIST 455 - History Study Tour (country to be determined) (3 credits)**

*Prerequisite: Consent of instructor*

This course will offer students a first-hand, supervised crosscultural travel and study experience from a historical perspective. Students will participate in lectures, site visits, research and other academic experiences, including pre- and post-travel activities, as appropriate. Topics focus on historical development of world cultures such as walled cities in Italy and heritage sites in Japan. This course is interdisciplinary in nature, drawing upon perspectives such as visual and performing arts, religious traditions, political organization, economic development and family life.

**HIST 456 - World War II (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

A study of the global conflict with emphasis on military, diplomatic and political events. *Offered fall semester. May be taken for graduate-level credit.*

**HIST 457 - America since World War II (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

The political, social, cultural and diplomatic development of America since World War II with emphasis on the Cold War, the Civil Rights Movement, and the debate over Welfare State. *May be taken for graduate-level credit.*

**HIST 461 - American Immigration and Ethnicity (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

Patterns of migration to the United States with particular emphasis on the 19<sup>th</sup> and 20<sup>th</sup> centuries. *Offered fall semester. May be taken for graduate-level credit.*

**HIST 462 - American Labor History (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

The pre-industry and industrial periods. Emphasis on reciprocal relations of workers, immigrants, urbanization and industrialization. *Offered either semester. May be taken for graduate-level credit.*

**HIST 464 - New England Textile Communities: Social and Economic History (3 credits)**

*Prerequisite: HIST 221 or HIST 222*



Social history emphasizing economic, ethnic, labor, political and religious factors during a period when the New England region achieved ascendancy as the nation's foremost cotton textile area. *Offered alternate years. May be taken for graduate-level credit.*

**HIST 465 - African-American History (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

From the colonial period through the present. *May be taken for graduate-level credit.*

**HIST 466 - Women in American History (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

A history of American women from the colonial period to the present time. Students who elect both HIST 458 and HIST 466 may use only one of these courses to meet the history major requirements. *Offered alternate years. May be taken for graduate-level credit.*

**HIST 471 - Sport in American Life (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

The rise of sport in American society, stressing its cultural, economic and social impact since the Civil War. *Offered spring semester. May be taken for graduate-level credit.*

**HIST 473 - Asian-American History (3 credits)**

*Prerequisite: HIST 221 or HIST 222; and one of the following: HIST 111, HIST 112, HIST 131, HIST 132, HIST 151*

This course explores Asian-American history, from the 19<sup>th</sup> century to the present. It will focus on the changing experiences of Asian-Americans within the larger context of immigration and race relations in American history. *May be taken for graduate-level credit.*

**HIST 474 - Islamic Civilization to 1400 (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132*

A survey of Middle Eastern history from the rise of Islam in the seventh century through the Mongol conquests in the 13<sup>th</sup> century. Coverage will include political, social and religious developments during the formative centuries of Islamic civilization. Topics include the career of the Prophet Muhammad and the origins of the earliest Muslim state; the attempt to create a universal Muslim empire (the Caliphate) and its ultimate collapse; the transmission of knowledge and learning; mystical and sectarian forms of piety and their social and political expressions; forms of household, and the place of slaves, women and non-Muslims in Islamic society; tribes, cities, and the rise of warrior elites; and the popular imagination. Attention will be given to long-term cultural and social continuities between the Islamic and ancient Near East, evolving conceptions of religious and political authority, and the relationship between rules and ruled. *May be taken for graduate-level credit.*

**HIST 475 - The Modern Middle East (3 credits)**

*Prerequisite: One of the following: HIST 111, 112, 131, 132*

A survey of Middle Eastern history from 1400 to the present. Topics include the rise and decline of the last Muslim empires, European colonial and imperial penetration of the Middle East in the 19<sup>th</sup> century, the social and cultural impact of imperialism, the rise of nation-states in the 20<sup>th</sup> century, nationalist ideologies (e.g. pan-Arabism, Zionism), the emergence of political Islam as a key force, religious sectarianism, and contemporary problems of political and economic development. *May be taken for graduate-level credit.*

**HIST 477 - Latin America: The Colonial Period (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

Indigenous peoples of the area, exploration and conquest, and institutional development of the empire to the revolts against Spain. *May be taken for graduate-level credit.*

**HIST 478 - Latin America: The National Period (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

From the revolutions against Spain to the present. *May be taken for graduate-level credit.*

**HIST 480 - History of Imperial China (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

This course will provide an overview of Chinese civilization and society, with an emphasis on the history of late imperial China from the 11<sup>th</sup> through the 19<sup>th</sup> centuries. *May be taken for graduate-level credit.*

**HIST 481 - China Under Communism (3 credits)**

*Prerequisite: one of the following: HIST 111, HIST 112, HIST 131, HIST 132, HIST 151, HIST 221, HIST 222*

The social, political, and economic transformation of China from an agrarian empire to a revolutionary, socialist nation. *May be taken for graduate-level credit.*

**HIST 482 - History of Modern Japan (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

This course will provide an overview of Japan's transformation from a feudal regime to a modern nation, with an emphasis on the period from 1600 to the present. *May be taken for graduate-level credit.*

**HIST 483 - South Asia: The Modern Period (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

Emphasis on colonialism and nationalism in the Indian subcontinent and Vietnam. *Offered fall semester. May be taken for graduate-level credit.*

**HIST 484 - War and Revolution in Modern Asia (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 131, HIST 132, HIST 151, HIST 221, HIST 222*

This course will examine the revolutionary movements and military conflicts in Asia in the 20<sup>th</sup> century, with an emphasis on China and Japan. *May be taken for graduate-level credit.*

**HIST 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**HIST 487 - Canadian History to Confederation (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

The land, the native peoples, exploration, patterns of settlement of the French through the Conquest to the development of English institutions. *May be taken for graduate-level credit.*

**HIST 488 - Canadian History since Confederation (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

The evolution of an independent Canada from the time of the Confederation. *May be taken for graduate-level credit.*

**HIST 489 - History of Canadian-American Relations (3 credits)**

*Prerequisite: HIST 221 or HIST 222*

An analysis of the Canadian efforts to remain friendly with the giant to the south while protecting its political, economic and cultural integrity. *Offered once in three years. May be taken for graduate-level credit.*

**HIST 490 - Historical Studies at Oxford (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

Study of selected topics in European History. (This is a special program in England at Oxford University during July. Additional fees are required.) Open to juniors and seniors only. *May be taken for graduate-level credit.*

**HIST 491 - Medicine and Society in the North Atlantic World (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 131, HIST 132, HIST 221, HIST 222; or consent of instructor*

This course explores themes in the social history of health, medicine and gender in the English-speaking North Atlantic world, from the beginning of the 18<sup>th</sup> century to 1920. The course compares how western societies have conceived of "health" for men and women and examines how the delivery of medical care in these societies changed over time. Specific topics will include changing conceptions of the body, popular healing and medical professionalization. The course includes both lectures and seminars. *May be taken for graduate-level credit.*

**HIST 494 - Quebec and Canada since 1867 (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 131, HIST 132, HIST 221, HIST 222; or consent of instructor*

This course examines the love-hate relationship that emerged between French Canada and English Canada in the years between Confederation and the 1995 referendum on separatism in Quebec. How did francophones and anglophones negotiate coexistence within Canada in these years? What are the main sources of separatist feeling in French Quebec? Themes that will be examined include the economic dominance of English Canada over French Canada, the transformation of Quebecois nationalism, and the importance of language protection to French-Canadian culture. *May be taken for graduate-level credit.*

**HIST 495 - Undergraduate History Colloquium (3 credits)**

*Prerequisite: Two of the following: HIST 111, HIST 112, HIST 131, HIST 132; and HIST 221 and HIST 222*

The undergraduate history colloquium is a text and discussion-based, writing-intensive course that focuses on a specific historical topic

and relevant historiographical issues, and required development of research skills. This course may be repeated for different topics. (CWRM)

**HIST 496 - Undergraduate History Seminar (3 credits)**

*Prerequisite: Two of the following: HIST 111, HIST 112, HIST 131, HIST 132; and HIST 221, HIST 222; or consent of instructor*

The undergraduate history seminar is an intensive course in which students will write a major research paper involving original research. Students will present and critique papers on specific historical topics and relevant historiographical literature. This course does not carry graduate credit. (CWRM)

**HIST 498 - Internship in History (3-6 credits)**

*Prerequisite: Consent of the department; formal application required*

Intended to expose student participants to historical artifacts and primary source materials. Host agencies may include museums and public and private historical organizations. This course may be taken twice for a maximum of six credits. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**HIST 499 - Directed Study in History (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits or with an internship program -- combined credit maximum is six. *Offered either semester.*

**HIST 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**HIST 540 - Topical Seminar: U.S. (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced prior to registration. Limited enrollment. This course may be repeated for different topics.

**HIST 545 - Topical Seminar: Canada (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced prior to registration. This course may be repeated for different topics.

**HIST 550 - Topical Seminar: Europe (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced prior to registration. Limited enrollment. This course may be repeated for different topics.

**HIST 560 - Topical Seminar: Latin America (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced prior to registration. Limited enrollment. This course may be repeated for different topics.

**HIST 570 - Topical Seminar: Africa (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced prior to registration. Limited enrollment. This course may be repeated for different topics.

**HIST 580 - Topical Seminar: Asia (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced prior to registration. Limited enrollment. This course may be repeated for different topics.

## **History: Other Approved Courses**

**HIST 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in history allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

**HIST 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in history allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**HIST 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in history allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

**HIST 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in history allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**HIST 338 - Honors Tutorial (3 credits)**

*Prerequisite: Consent of the department*

Special topics in history. Open to Commonwealth and departmental honors students. Three hourly meetings weekly. *Offered fall semester.*

**HIST 339 - Honors Tutorial (3 credits)**

*Prerequisite: Consent of the department*

Special topics in history. Open to Commonwealth and departmental honors students. Three hourly meetings weekly. *Offered spring semester.*

**HIST 408 - Jews and Christians in the Ancient Roman World****HIST 429 - The French Revolution and the Napoleonic Era****HIST 433 - Modern European Imperialism****HIST 436 - History of East-Central Europe since 1918 (3 credits)**

*Prerequisite: HIST 111 or HIST 131*

The political, social, economic, cultural and intellectual history of Austria, Hungary, Czechoslovakia and Poland during the interwar period and that of the Socialist Republics (Hungary, Czechoslovakia, Poland and East Germany) from the Second World War to 1989. *Offered once in three years. May be taken for graduate-level credit.*

**HIST 493 - Museum Management: A Practicum****HIST 502 - Research**

## ■ INSTRUCTIONAL TECHNOLOGY

**INST 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph titled “Directed or Independent Study” in the “College of Graduate Studies” section of this catalog. This course may be repeated for a maximum of six credits.

**INST 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled “Directed or Independent Study” in the “College of Graduate Studies” section of this catalog. This course may be repeated for a maximum of six credits.

**INST 509 - Foundations of Instructional Technology (3 credits)**

*Prerequisite: Working knowledge of Windows, Macintosh platform, and MS Office*

The history, current practices and future directions of the instructional technology field provide a framework for student-creation of teaching and learning tools. Presentation, collaboration and multimedia become vehicles for learning as students probe the role of technology within the PreK-12 environment or professional setting for adult learners.

**INST 522 - Instructional Design (3 credits)**

*Prerequisite: INST 509 or consent of instructor*

Using a systematic approach, students will design, develop, evaluate and revise instruction to meet defined goals and objectives. Contemporary theories of learning become the framework and catalyst for the design process.

**INST 523 - Information Access and the Internet (3 credits)**

This course provides continued development in the use of telecommunications and the Internet. Advanced hands-on practice in using the Internet, ethical and legal issues related to responsible classroom use of the Internet and a wide variety of curriculum connections will be explored.

**INST 524 - Technology Leadership (3 credits)**

Procedures for the establishment or continued development of an instructional technology program for the PreK-12 environment or the professional setting for adult learners will be the focus of this course. Candidates will learn the roles and responsibilities of the technology leader: vision, strategic planning, budget development, equity, purchasing, staff developments, technology practices and program evaluation. The history, current practices and future directions of the instructional technology field provide a framework for student-creation of teaching and learning tools. Presentation, collaboration and multimedia become the vehicles for learning as students probe the role of technology within the PreK-12 environment or the professional setting for adult learners.

**INST 525 - Emergent Technology and Learning Environments (3 credits)**

*Prerequisite: INST 509*

Students will explore new and emerging technologies and construct the philosophical framework for how these technologies can be integrated into the PreK-12 environment or the professional setting for adult learners. Planning, diffusion of innovation and the educational change process will be discussed. Currently, the technologies that will be studied include those related to virtual reality, robotics, decentralized systems, intelligent agents and evolving distance education.

**INST 526 - Making Connections: Networking (3 credits)**

This course studies the application of networking concepts related to the management of local area networks. Topics related to repair, setup, management and maintenance of local area networks in the PreK-12 environment or the professional setting for adult learners are included.

**INST 529 - Assistive Technology (3 credits)**

This course is designed to help students gain the skills needed to assist teachers, administrators and parents in the selection, evaluation and use of adaptive/assistive technologies (AT) that provide access for all students to achieve educational goals. Students will learn about the continuum of AT devices from low-tech to high-tech, universal design for learning, curriculum adaptation, integration strategies, assessment and evaluation protocols.

**INST 551 - Home Pages for Educators (3 credits)**

This course will provide students with a thorough look at important websites for educational use; in-depth skills in effectively utilizing search engine strategies for students; the tools and methodology necessary to create a content-rich website for school; effective ways to link the vast resources of the Internet to curriculum content; a multidisciplinary model for Internet curriculum integration; the information and tools needed to critically evaluate a Web page (students will evaluate the critical elements that must be present to give credibility to a page); strategies for utilizing the Internet and Web page use, construction, and curriculum development as an integral part of curriculum design; the implications of utilizing the Internet and a school's Web page to publish student work; and the background in the moral, legal and ethical considerations of Internet use and Web page development in the schools and how to translate this knowledge into effective school policy.

**INST 552 - Multimedia for Educators (3 credits)**

The course will provide an introduction to multimedia. The power of multimedia allows the teacher to be a developer of software or to facilitate student development of software. The focus will be on good multimedia design, the user and evaluation. Incorporation of media such as video, sound and graphics will also be included.

**INST 560 - Topics in Instructional Technology (1-3 credits)**

Special topics of current relevance in instructional technology education will be offered from time to time. The topic to be addressed will be announced prior to registration. May be taken more than once with the consent of the student's adviser.



**INST 590 - Seminar in Instructional Technology: Research and Analysis (3 credits)**

*Prerequisite: EDMC 530 and a minimum of 15 credit hours in instructional technology; familiarity with Blackboard strongly recommended*  
This course will build on the knowledge obtained in EDMC 530 The Teacher as Researcher and all other courses taken toward the degree. Students will examine major issues and problems within the instructional technology field including, but not limited to, achievement, motivation, access and equity. In this course, students will develop a research project pertaining to the implementation or integration of instructional technology into the teaching and learning process in the PreK-12 environment or the professional setting for adult learners.

**INST 595 - Advanced Research Seminar (3 credits)**

*Prerequisite: INST 590 and acceptance into the MEd in Instructional Technology program; satisfactory completion of program requirements; and approval from the Bridgewater State University Institutional Review Board (IRB); and consent of the instructional technology coordinator*

Effective leadership in instructional technology requires the ability to make research-based decisions. In this course, students will “learn by doing” as each student completes an original research study on a topic of current relevance identified during the INST 590 research design. Students will grapple with the challenges and complexities of real-life data collection and analysis, discover the limitations of their research and develop the research writing skills required to convey their findings and implications to stake-holders in a clear, concise manner.

**INST 596 - Clinical Experience (3 or 6 credits)**

*Prerequisite: Acceptance and retention in the Professional Education Program, satisfactory completion of program requirements, and consent of the instructional technology coordinator*

During the clinical experience, the student is employed in the role of an Instructional Technology Specialist in a PreK-12 school setting under appropriate school and college supervision. The clinical experience is a full semester consisting of at least 150 clock hours (three credits) for those who hold a standard teaching certificate, and 300 hours (six credits) for students who hold the minimum provisional with advanced standing teaching certificate. If the student is not employed, he/she will be placed full-time in an appropriate school setting under the direction of a qualified practitioner and university supervisor.

## **Instructional Technology: Other Approved Courses**

**INST 500 - Introduction to Instructional Technology (3 credits)**

*Prerequisite: Working knowledge of Windows and Macintosh platforms*

This course is designed to help students explore how instructional technology can be used for teaching and learning. This course has two primary goals: 1) to provoke ideas about ways computers can be used in school and non-school settings to enhance teaching and learning and 2) to gain experience with software and technology as teaching tools.

**INST 521 - Current Applications and Integration (3 credits)**

*Prerequisite: INST 509 or consent of instructor*

Students will explore the application and integration of electronic tools in instructional settings. Collaborative environments, electronic assessment tools and authoring systems will be applied to foster the further development of PreK-12 teaching and learning. Emphasis will be placed on the integration of technology into the curriculum.

## **■ INTERDISCIPLINARY**

**INTD 150 - Learning Community (1 credit)**

*Prerequisite: Consent of instructor*

Learning communities are designed to involve students in collective experiences that enhance their academic work. Although the subject of the learning community may vary, all student participants will focus on a particular topic, will hold regular meetings with faculty and will engage in related events and activities (such as community service, project-based learning, or research) as outlined by faculty at the beginning of the course. This course may be repeated up to six credits. This course is graded on a (P) Pass/(N) No Pass basis.

**INTD 151 - Honors in Action (1 credit)**

*Prerequisite: Acceptance into the Commonwealth Honors program*

This colloquium is an introduction to the Honors Program at Bridgewater State University. Emphasis is placed on community building, the development of leadership skills, critical thinking abilities, and planning for future academic endeavors. *Offered fall semester.*

**INTD 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*



First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**INTD 200 - Introduction to Canadian Studies (3 credits)**

An interdisciplinary course, which acts as the initial course for the general student and for those wishing to pursue a track in Canadian Studies. The following areas are included: anthropology, art, economics, education, English, French, geography, government, history, music, religion, sociology and theater. *Offered fall semester.* (CGCL; CSOC)

**INTD 205 - Introduction to American Culture and Society (1 credit)**

This course is designed to provide international students with an overview of the essentials of American culture and society including politics and government, the consumer economy, social norms and practices, media, sports, music, movies, literature and key social and public policy issues. The course objective is to assist students from abroad with the transition to American culture and society and provide a clearer understanding of the American experience. This course is graded on a (P) Pass/(N) No Pass basis.

**INTD 220 - Introduction to American Studies (3 credits)**

Sophomores should enroll in this interdisciplinary course, which is the initial course for the minor in American Studies. The course aims to examine from several perspectives one problem or period in the American experience. The topic, to be announced before registration, changes from year to year. Disciplines involved include: English, history, art, philosophy, political science and others. (CHUM; CWRT)

**INTD 240 - Critical Perspectives in Women's and Gender Studies (3 credits) Cross Listed with WMST 240**

This course introduces students to the historical background and theoretical frameworks of women's studies. Central to the course is an analysis of the range of feminist scholarship, and the intersections of gender, race, class and sexuality. Students will examine contemporary issues in women's studies and the implications of feminist thought for society and the individual. *Offered spring semester.* (CHUM; CMCL; CWRT)

**INTD 265 - Introduction to GLBT Studies (3 credits)**

This course will acquaint students with the great range of the interdisciplinary field called GLBT Studies, showing how non-normative sexualities shape our notions of kinship, personal identity, politics, law and cultural production. Major topics will include the history of sexuality, sexual psychology, cultural constructions of sexual identity, homophobia and heterosexism, gender crossings, the closet, Stonewall, the gay liberation movement, AIDS and same-sex marriage. (CMCL)

**INTD 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_ \_ \_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_ \_ \_ 298 or \_ \_ \_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**INTD 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_ \_ \_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_ \_ \_ 298 or \_ \_ \_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**INTD 349 - Perspectives on the Holocaust (3 credits) Cross Listed with COMM/PSYC 349**

*Prerequisite: PSYC 100 and COMM 130*

This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon

psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for juniors and seniors. *Offered once each year.*

#### **INTD 355 - Latin American/Caribbean Study Tour (3 credits)**

*Prerequisite: Consent of instructor*

This course offers students opportunities to travel and learn in a supervised study tour experience led by a member of the Latin American and Caribbean studies program faculty. Students will be required to complete the study tour academic program and travel requirements. This course may be repeated. *Offered periodically.*

#### **INTD 442 - Gender and Community Activism (3 credits)**

*Prerequisite: INTD 240 or consent of instructor*

This class combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility around salient gender issues. The course will involve activities that address local needs while developing academic skills and commitment to the community. As such, it turns knowledge into action by completing service-learning projects with community partners. In the classroom, students learn theories and methods of analyzing gender roles historically and in contemporary society, examining the importance of activism on behalf of women, men and GLBTQ persons.

#### **INTD 485 - Honors Thesis (3 credits)**

*Prerequisites: Open to Commonwealth Honors students; completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3*

One-hour weekly meetings with the thesis director, normally a member of the student's major department, will culminate in an honors thesis. Whether the final version of the thesis qualifies the student to graduate with Commonwealth Honors will be determined by the student's Ad Hoc Commonwealth Honors Thesis Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

#### **INTD 499 - Directed Study (1-3 credits)**

*Prerequisites: Consent of department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

#### **INTD 501 - Contemporary Women's and Gender Studies (3 credits)**

This course introduces graduate students in the Women's and Gender Studies Graduate Certificate Program to the wealth of scholarship available across participating women's and gender studies disciplines, and to encourage development of critical analytical skills in assessing these sources. The twin fields of women and gender studies are rich and diverse, containing controversy and ongoing debates around the major questions and appropriate answers concerning gender differences and inequalities. This course approaches the fields of women and gender studies through a series of selected but interrelated topics. Students will be exposed to a lecture from one of the fields represented by the program and engage in in-depth discussion.

#### **INTD 590 - Seminar in U.S. Education for International Students (3 credits)**

This course considers the role of a non-U.S. student living and going to school in the U.S. It will explore American culture in relation to the unique experience of each international student. In addition, education in America, including special education and related legislation will be closely examined. It will offer concepts to assist participants in assimilation to their environment and foster an understanding of the learning environment in U.S. colleges, schools, and communities. Issues such as academic regulations, the U.S. educational system, individual educational and vocational goals, communication skills, and U.S. customs will be explored. In this course, students attending BSU from other countries will share their experiences with traditional BSU students in order to enhance their life on campus. Partnership experiences will be fostered through classroom activities as well as field trips to museums, cultural activities in and around Boston, and events on campus.

### **Interdisciplinary: Other Approved Courses**

#### **INTD 236 - Games and Sport of Arctic People (3 credits) Cross Listed with PHED 236**

A historical and philosophical study of the games and sport of traditional Arctic people, including an overview of the cultural attributes that inform the above.

#### **INTD 338 - Honors Tutorial (3 credits)**

*Prerequisites: Open to Commonwealth Honors students at the junior and senior levels; completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3*

Special topics of an interdisciplinary nature. Three hourly meetings weekly. *Offered fall semester.*

**INTD 339 - Honors Tutorial (3 credits)**

*Prerequisites: Open to Commonwealth Honors students at the junior and senior levels; completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3*

Special topics of an interdisciplinary nature. Three hourly meetings weekly. Offered spring semester.

**INTD 350 - Soil Identification and Interpretation****INTD 420 - American Studies Seminar (3 credits)**

Interdisciplinary topics, which change from year to year, will be developed in a small group, seminar setting. Juniors and seniors in the program will enroll in this seminar twice, studying two different topics for a total of six hours.

## ■ ITALIAN

**LAIT 101 - Elementary Italian I (3 credits)**

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

**LAIT 102 - Elementary Italian II (3 credits)**

*Prerequisite: LAIT 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

**LAIT 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LAIT 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LAIT 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## Italian: Other Approved Courses

## LAIT 151 - Intermediate Italian I

## LAIT 252 - Reading in Italian

### ■ JAPANESE

#### **LAJA 101 - Elementary Japanese I (3 credits)**

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

#### **LAJA 102 - Elementary Japanese II (3 credits)**

*Prerequisite: LAJA 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structure is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

#### **LAJA 172 - Business Japanese (3 credits)**

An introduction to the language of business and professional careers and pertinent aspects of modern Japanese society and culture. Emphasis is placed on the development of comprehension and communication business skills. Conducted in Japanese. *Offered fall semester.*

#### **LAJA 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

#### **LAJA 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

#### **LAJA 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### Japanese: Other Approved Courses

## ■ LANGUAGES - GENERAL

### **LANG 199 - First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **LANG 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199, Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.

Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **LANG 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.

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### **LANG 300 - Languages of the World (3 credits)**

*Prerequisite:* Students must have completed two of the following western civilization courses: HIST 111 or HIST 112 or HIST 124 or HIST 131 or HIST 132; or completed one of those western civilization courses and one of the following: HIST 221 or HIST 222

This course will analyze the diversity of language systems and their fundamental similarities. Students will examine their own beliefs about language and language use. Movements of languages and language families across the globe will add historical and social perspective. (CGCL; CHUM)

### **LANG 350 - International Women's Cinema (3 credits)**

This course explores international women's cinema that spans a spectrum of cultures, races, ethnicities, sexualities, languages and visual aesthetics. The diverse ways in which women directors enlist cinematic art to articulate and debate such issues as differences between non-Western and Western cultural representations and perceptions of female bodies and body image; explorations of gender, race, and class; varying notions about feminism within non-Western and Western cultures; experimental, documentary, and feature film techniques that challenge cinematic patriarchy and racism; globalization, technology, and women's lives in the new millennium; and more will be explored. (CHUM; CMCL)

### **LANG 485 - Honors Thesis (3 credits)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the departmental honors committee. This course may be taken twice for a maximum of six credits.



**LANG 498 - Internship in Foreign Languages (3-15 credits)**

*Prerequisite: 24 credits in Spanish major; consent of the department; formal application required*

An off-campus experience to expand the cultural and occupational potential of the student using a foreign language in a working environment. A maximum of three credits may be substituted for one course in major with departmental approval. This course may be repeated for a maximum of 15 credits. Graded on a (P) Pass/(N) No Pass basis.

**LANG 499 - Directed Study in Foreign Language (1-3 credits)**

*Prerequisite: Consent of the department*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

## Languages - General: Other Approved Courses

**LANG 135 - Freshman Honors Colloquium**

**LANG 136 - Freshman Honors Colloquium**

**LANG 286 - Sophomore Honors Colloquium**

**LANG 287 - Sophomore Honors Colloquium**

**LANG 338 - Honors Tutorial**

**LANG 339 - Honors Tutorial**

**LANG 502 - Research**

**LANG 503 - Directed Study**

**LANG 560 - Special Topics in Foreign Languages**

## ■ LATIN

**LALT 101 - Elementary Latin I (3 credits)**

This course is an introduction to Latin and presumes no prior knowledge of the language. The goal of the course is to equip students with most of the skills necessary for reading Latin. Course sessions will be dedicated to analysis of Latin passages designated to reinforce command of basic forms and structures. The course will also provide information about Roman culture and history. *Offered fall semester.* (CGCL; CHUM)

**LALT 102 - Elementary Latin II (3 credits)**

*Prerequisite: LALT 101*

This is the second semester of an introductory course in Latin. The goal of the course is to continue to provide students with the skills necessary to read Latin texts. The course introduces the subjunctive and other advanced verb structures. Students will read Latin passages designed to reinforce the command of basic forms and constructions. Since the formal analysis of Latin grammar requires some grasp of analogous concepts in English, students will work on recognizing and manipulating English constructions. The students will learn about Roman culture and history. (CGCL; CHUM)

**LALT 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient student toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS may be taken for credit. (CFYS)



**LALT 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LALT 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## ■ LIBRARY MEDIA STUDIES

**LIBR 102 - Introduction to Information Resources (1 credit)**

This course introduces the use of information resources, especially at the Maxwell Library, in order to attain an ability to work with the research tools and to know the services that are available. *Offered either semester.*

**LIBR 199 - First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LIBR 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LIBR 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LIBR 420 - Literature for Young Adults (3 credits)**

Survey of literature and audiovisual materials for adolescents. Includes applicable principles of adolescent psychology, a brief history of the development of this literature, criteria and aids for selection, techniques in motivation and reading guidance and skills in reading, listening and viewing. Designed for teachers, librarians and media specialists working with junior and senior high school students. *May be taken for graduate-level credit.*

**LIBR 499 - Directed Study (1-3 credits)**

*Prerequisite: Consent of department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

## **Library Media Studies: Other Approved Courses**

**LIBR 410 - Children's Literature**

**LIBR 453 - Sharing Literature with Children**

**LIBR 501 - Administration of the Library Media Center I**

**LIBR 502 - Research**

**LIBR 503 - Directed Study**

**LIBR 505 - Integrating Literature Across the Curriculum**

**LIBR 510 - Reference and Information Resources**

**LIBR 513 - Special Topics**

**LIBR 515 - Cataloging and Classification**

**LIBR 520 - Collection Development**

**LIBR 525 - Online and Optical Information Retrieval**

**LIBR 530 - Administration of the Library Media Center II**

**LIBR 540 - Current Technology for Library Media Centers**

**LIBR 545 - Technology Applications in Library Programming**

**LIBR 546 - The Internet for School Library Media Specialists I**

**LIBR 548 - Advanced Cataloging and Classification**

**LIBR 549 - Multimedia for School Library Media Specialists**

**LIBR 553 - Foundations of Library and Information Science**

**LIBR 558 - Advanced Studies in Literature for Children and Young People**

**LIBR 559 - Advanced Reference I**

**LIBR 560 - Advanced Reference II**

**LIBR 566 - Automating the School Library Media Center**

**LIBR 569 - The Book Arts**

**LIBR 576 - Research Problems in Library Literature**

**LIBR 590 - Seminar on Librarianship**

**LIBR 594 - Internship**

**LIBR 595 - Professional Practicum**

**LIBR 596 - Clinical Experience**

## ■ **Management**

### **MGMT 130 - Principles of Management (3 credits)**

The principles and techniques underlying the successful organization and management of business activities. This course combines the traditional analysis of management principles with the behavioral approach to case studies. The study includes the management functions of planning, organization, leadership, staffing control and the decision-making process. *Note: MGMT 130 is prerequisite to all other Management courses.*

### **MGMT 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; MGMT 130*

Freshman Honors Colloquia in management allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

### **MGMT 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; MGMT 130*

Freshman Honors Colloquia in management allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

### **MGMT 140 - Human Resources Management (3 credits)**

*Prerequisite: MGMT 130*

A study of the staffing, compensation systems, individual and group behavior, employee development and human resource management systems. *Offered either semester.*

### **MGMT 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **MGMT 200 - Marketing Principles (3 credits)**

*Prerequisite: MGMT 130; and ECON 101 or ECON 102 or consent of department*

Develops students' understanding of the marketing function of an organization through a survey of the history of marketing from its inception as distribution through the modern marketing concept; in-depth study of the elements of the marketing mix (product, price, place and promotion); impact of external legal, political, sociological and technological forces upon the marketing manager; and the structure and placement of the marketing organization presented through lecture, case study and projects.

### **MGMT 201 - Sports Marketing (3 credits)**

This course will include two themes. The first is an examination of the various aspects of the marketing of sports nationally and internationally. The second will include the practice of using sports as a promotional tool for non-sports products. Students learn that spectators and participants are consumers of sports products. Students utilize the case study method in developing alternate solutions to problems. The course design allows for ease of entry for all students in any major regardless of marketing or management experience.

### **MGMT 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; MGMT 130*

Sophomore Honors Colloquia in management allow exceptionally able students to explore a challenging topic in small classes under close

faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *Offered fall semester.*

**MGMT 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; MGMT 130*

Sophomore Honors Colloquia in management allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**MGMT 288 - Introduction to Entrepreneurship (3 credits)**

*Prerequisite: MGMT 130 or consent of instructor*

Entrepreneurism represents a field of study that helps us understand how entrepreneurs take the initiative from developing an idea and moving the idea from the idea stage to a successful business. The study of entrepreneurship also focuses on the preparation of the aspiring entrepreneur. Students learn about the personal attributes of successful entrepreneurs. To best understand entrepreneurship and the entrepreneur, students have the opportunity to put their ideas into focus by conducting the research needed to develop a business plan and prepare a presentation of this research to an audience. An entrepreneur self-assessment project and a study of entrepreneurs provide additional ways students learn about the subject. By the end of the semester, students will demonstrate the knowledge and skill-set needed to start a business.

**MGMT 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

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*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

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**MGMT 303 - Organizational Behavior (3 credits)**

*Prerequisite: MGMT 130*

This course introduces students to fundamental concepts and behavioral skills in such areas as leadership, communication, group dynamics, motivation and decision-making. Emphasis will be placed upon skill development enabling the student to function in professional and managerial roles in work organizations.

**MGMT 304 - Leadership and Teams (3 credits)**

*Prerequisite: MGMT 303*

The course explores effective leadership behavior and teamwork skills in work organizations. Students will engage in the enhancement of their own skills in these areas combined with the study of empirical findings and classic and contemporary models of leadership and group dynamics.

**MGMT 340 - Contemporary Employee Relations (3 credits)**

*Prerequisite: MGMT 130 and MGMT 140*

The course examines employee relations, policies and practices from economic, behavioral and legal viewpoints. Students learn about contemporary methods of employee organization, employee-management cooperation, representation and dispute resolution in private and public non-union and union work settings in the United States and selected countries. *Offered either semester.*

**MGMT 350 - Business Ethics (3 credits)**

*Prerequisite: MGMT 130*

This course addresses the complex environment of ethical decision making in organizations and real-life issues and how ethics can be integrated into strategic business decisions. The course will assist students to prepare for ethical dilemmas that they will face in their business careers.

**MGMT 355 - International Management (3 credits)**

*Prerequisite: MGMT 130*

This course provides students with a framework within which a country's and a firm's international business operations are analyzed, understood and undertaken. The course focuses on the issues faced in today's international marketplace. The overall approach of the class is to treat the issue of country-level competitiveness in the first half of the semester, followed by firm-level competitiveness in the second half of the semester. The emphasis of this course is international business decision-making.

**MGMT 357 - International Business Study Tour (3 credits)**

*Prerequisite: Consent of instructor*

This course offers students a first hand, supervised, business-related international travel and study experience. The business and technological environment of a selected country will be explored through visits to companies, science and technology parks, research institutes, factories and universities. Students will participate in multiple learning formats to include lectures, exchanges with international students and research activities. The course will also incorporate visits to historical and cultural sites into the course work and travel itinerary. This course may be repeated once for different itineraries. (CGCL)

**MGMT 360 - Fundamentals of Information Systems (3 credits)**

*Prerequisite: MGMT 130; and COMP 105 or COMP 151*

This course is an introduction to data processing from manual systems to computers, recent developments in the field, the equipment involved, how the equipment is used, how it operates and the application of data processing systems will be covered. The course will aid students in applying the capabilities of the computer to their fields of study.

**MGMT 375 - Training and Development (3 credits)**

*Prerequisite: MGMT 130 and MGMT 140*

The course introduces the student to the concepts of industrial and service training and will focus on the skills needed to perform the four roles of the training and development function: administrator, consultant, designer of learning experiences and instructor.

**MGMT 380 - Decision Support Systems (3 credits)**

*Prerequisite: MGMT 130 and MGMT 360*

An analysis of the highest level of information support systems, which serve the manager user. Theoretical concepts will be applied to applications.

**MGMT 399 - Special Topics in Management (3 credits)**

*Prerequisite: MGMT 130*

Special topics will be offered in business, management and allied subjects. This course may be repeated for different topics.

**MGMT 410 - International Marketing and Physical Distribution (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200*

An examination of the concepts and practices of marketing management in the international, multinational and global settings, including all aspects of product distribution and control. *May be taken for graduate-level credit.*

**MGMT 415 - Retail Management (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200*

An analysis of retail principles with emphasis on organization, consumer demand, store layout, buying merchandise, control and turnover of stock and retail sales promotion. The case method is utilized. *Offered spring semester. May be taken for graduate-level credit.*

**MGMT 420 - Marketing Research (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200; and MATH 110/110E or ECON 210*

An examination of the market research process used in approaching contemporary marketing problems. Emphasis is placed on the current status of research techniques and their applications. *May be taken for graduate-level credit.*

**MGMT 424 – Advertising (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200*

A comprehensive survey of advertising and its applications in business and society. Among the topics considered are a historical survey of advertising, regulation of advertising, buyer behavior, advertising agencies, advertising media, copy and campaign management. *Offered fall semester. May be taken for graduate-level credit.*



**MGMT 426 - Service Operations Management (3 credits)**

*Prerequisite: MGMT 130; and ECON 210 or MATH 110/110E*

This introductory course in operations management focuses on the service sector. It exposes students to the basic topics in operations, such as quality, service, location, efficiency and customer service and is of value to all business students.

**MGMT 427 - Production and Operations Management (3 credits)**

*Prerequisite: MGMT 426*

This course focuses on goods production, manufacturing, inventory, sourcing and lean manufacturing.

**MGMT 430 - Sales Management (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200*

Sales programs must be formulated and then implemented. In this age of accelerating product and service complexity, this course will deal with the sales manager who must understand the importance of these major responsibilities. *Offered fall semester. May be taken for graduate-level credit.*

**MGMT 435 - Small Business Management (3 credits)**

*Prerequisite: MGMT 130; and ACFI 100 or ACFI 240*

This course provides the student with an understanding of the unique characteristics required of the successful small business entrepreneur and the specifics relative to the start-up, financing and management of a small business. *May be taken for graduate-level credit.*

**MGMT 440 - Business to Business Marketing (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200*

This course provides a study of contemporary market strategy techniques in business organizations. Emphasis is placed on the case approach where students are provided an opportunity to develop strategies in response to given market opportunities and competitive behavior. *May be taken for graduate-level credit.*

**MGMT 445 - Information Systems Strategy (3 credits)**

*Prerequisite: MGMT 360*

A course designed to equip students as future users of information systems. It deals with systems issues and management of the computer resource. It assumes only minimal technical back-ground and prepares the student to make decisions on the acquisition of equipment, system analysis and related topics. *Offered fall semester. May be taken for graduate-level credit.*

**MGMT 450 - Current Topics in Information Systems (3 credits)**

*Prerequisite: MGMT 130*

The content of this course varies. It is intended to introduce the student to significant topics that are not normally offered as separate courses. *Offered spring semester. May be taken for graduate-level credit.*

**MGMT 454 - E-Business Strategy, Architecture and Design (3 credits)**

*Prerequisite: MGMT 360*

This course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts, connecting individuals, organizations and governments to each other. The course provides an introduction to the strategy, architecture and development of e-business solutions. *Offered fall semester.*

**MGMT 456 - Information Systems Project Management (3 credits)**

*Prerequisite: MGMT 360*

This course introduces the discipline of IS project management, stressing its importance in improving the success of information technology projects. Project management knowledge areas include integration management, scope management, time management, cost management, quality management, human resource management, communications management, risk management and procurement management. Students will work in teams to complete the design of an information system. Project management, management of the IS function and systems integration will be components of the project experience. *Offered fall semester.*

**MGMT 460 - Public Policy and Government Regulation in Global Management (3 credits)**

*Prerequisite: MGMT 130 and MGMT 140 and ACFI 305; or consent of department chairperson*

The increasing globalization of business raises new concerns for corporate management. To operate successfully in this new environment, management needs to have a thorough understanding of the public policy, government regulations and ethical considerations that apply throughout the industrialized world. This course addresses those areas of concern. *Offered spring semester. May be taken for graduate-level credit.*



**MGMT 470 - Supply Chain Management (3 credits)**

*Prerequisite: MGMT 426*

This course introduces the student to the basic principles and methods of the supply chain, outsourcing, and materials management. The course acquaints students with worldwide sourcing operations as they apply to the goods producing sector. *Offered spring semester. May be taken for graduate credit.*

**MGMT 471 - Diversity in Organizations (3 credits)**

*Prerequisite: MGMT 303*

The contemporary work force includes people different from one another in areas including gender, race, culture, ethnicity, physical abilities, sexual orientation, religion, and age. Viewing these multiple differences as an opportunity to acclimate to broad-based acceptance to others, this course will focus on knowledge of various aspects of work force diversity.

**MGMT 475 - Quality Management (3 credits)**

*Prerequisite: MGMT 426*

This course acquaints the student with the more advanced principles and methods of quality control and Total Quality Management (TQM). It highlights the quantitative approaches to managing quality using Statistical Process Control (SPC) and lot sampling. The course stresses the application of quality management to both the goods producing and service sectors. *Offered fall semester. May be taken for graduate-level credit.*

**MGMT 480 - Systems Analysis and Design (3 credits)**

*Prerequisite: MGMT 360*

This course introduces students to systems analysis and the use of quantitative models and the computer in solving managerial problems in a variety of functional areas. Students study systems and models and the stages of a systems-analysis approach. The course provides an overview of systems applications at functional areas and computer techniques for systems, implementation in finance, operations and marketing. *Offered spring semester. May be taken for graduate-level credit.*

**MGMT 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. This course may be taken twice for a maximum of six credits.

**MGMT 490 - Strategic Management (3 credits)**

*Prerequisite: Open to all management seniors in the final semester of the program*

This capstone course integrates the knowledge learned in the business courses along with application to the basic concepts and models of strategic management and leadership to solve actual business problems. Case studies and/or projects are the primary pedagogical methods used to demonstrate knowledge and application of the concepts and models. *May be taken for graduate-level credit. (CWRM)*

**MGMT 494 - Marketing Management and Strategy (3 credits)**

*Prerequisite: Open to all management seniors in the final semester of the program; and MGMT 200 plus two of the following: MGMT 410, MGMT 415, MGMT 420, MGMT 424, MGMT 430, MGMT 440*

The principles of formulating a marketing program are taught in this course. The course also demonstrates how and why marketing programs are affected by the marketing forces that bear down on the firm while remaining consistent with the needs of the target market segment. *Offered spring semester. May be taken for graduate-level credit.*

**MGMT 498 - Internship in Management (3-15 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. This course may be repeated for a maximum of 15 credits. Graded on a (P) Pass/(N) No Pass basis.

**MGMT 499 - Directed Study in Management (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**MGMT 501 - Systems Research and Problem Solving (3 credits)**

*Prerequisite: ECON 501 and MGMT 509; or waiver upon acceptance*

This course explores both quantitative and qualitative methods for conducting systems research and solving systems problems. Systems thinking offers an approach to formulating complex managerial problems and implementing solutions, particularly problems with both

technological and social elements. Students conduct projects, developing skills in proposal preparation, report writing and oral presentation of results.

**MGMT 503 - Directed Study (1-3 credits)**

*Prerequisite: MGMT 509 or waiver upon acceptance; consent of the department and formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**MGMT 504 - International Business Study Tour (3 credits)**

This course offers students a first-hand, supervised, business-related international travel and study experience. The business and technological environment of a selected country will be explored through visits to companies, science and technology parks, research institutes, factories and universities. Students will participate in multiple learning formats, including lectures, exchanges with international students and research activities. The course will also incorporate visits to historic and cultural sites into the travel itinerary. This course may be taken twice for credit.

**MGMT 506 - Marketing and Contract Management (3 credits)**

Through an exploration of current issues in management, this course reinforces the concepts and vocabulary of management. Special attention is given to contracts, liability and marketing management. Students research issues in such areas as business ethics, international management, entrepreneurship, employment law, intellectual property and marketing trends. Credit can-not be applied toward a graduate degree program.

**MGMT 507 - Foundations of Marketing (3 credits)**

This course examines the role of marketing in business strategy and planning. It covers marketing practices such as market research, environmental and competitive analysis, market segmenting and targeting, brand positioning and pricing. It also covers marketing communications including advertising, promotion, publicity and sales using both online and traditional media. Product management in new, growing, mature and declining markets, both domestically and globally is also reviewed.

**MGMT 508 - Foundations of Information Systems (3 credits)**

This course examines the strategic, managerial and technological issues that are necessary to understand, establish, manage and use information systems in all functional areas of organizations.

**MGMT 509 - Foundations of Management (3 credits)**

This course introduces students to critical issues involved in working within a business organization. Topics covered include general management principles, the management of human resources, the study of individuals and their behavior within organizations and elements of operations management.

**MGMT 510 - International Marketing (3 credits)**

*Prerequisite: MGMT 507 or waiver upon acceptance*

This course examines the concepts and practices of marketing in international and multinational settings, including all aspects of product distribution and control. The impact of the Internet and electronic business provides a special focus. Students conduct research projects.

**MGMT 520 - Sales and Sales Management (3 credits)**

*Prerequisite: MGMT 507 and MGMT 509; or waiver upon admission*

This course puts the student in the role of a prospective sales manager. The objective is to provide students with the knowledge of sales concepts and management methodologies needed to perform the role of sales manager effectively. The course enables students to apply the important concepts in selling products and services. The course also includes the organization and management of the sales function to include sales representative selection, training and development, motivation and performance assessment. Development and implementation of sales strategies are additional concepts introduced to students.

**MGMT 526 - Project Management (3 credits)**

*Prerequisite: ACFI 500 and MGMT 509; or waiver upon acceptance*

This course presents a unified framework for managing multi-disciplinary and cross-functional project teams. Students learn about systems for contract and cost management, and for controlling project schedules, budgets and quality. The management of people as sources of knowledge and creativity provides a special emphasis. Students work in teams to prepare complete project plans.

**MGMT 527 - Product Development Processes (3 credits)**

*Prerequisite: MGMT 507 and MGMT 509; or waiver upon acceptance*

This course examines the entire life cycle of a new product or service. Students study concepts, tools and systems for supporting the concurrent management of new business prospects, including the financing, engineering, marketing, producing, distributing, staffing and

other aspects of managing necessary to bring an idea to market. A project, culminating in a business plan, reinforces the importance of process and systems thinking.

**MGMT 528 - Quality and Risk Management (3 credits)**

*Prerequisite: ECON 501 and MGMT 509; or waiver upon acceptance*

This course evaluates various approaches, both technical and behavioral, for managing quality and risk. Students study the tools of quality and risk management in the context of the organizational systems in which they get embedded. Case studies and in-class exercises demonstrate the advantages and disadvantages of these approaches.

**MGMT 530 - Global Business Issues (1.5 credits)**

*Prerequisite: MGMT 507 and MGMT 509; or waiver upon acceptance*

Today's increasingly interconnected and global business environment requires that managers have a solid understanding of the different geographic regions, cultures, religions and governments that exist around the world. This course will prepare students for the challenges necessary to engage in the global marketplace. Among the topics to be explored are: globalization and its driving forces, national differences in political economy and legal systems, differences in culture and business ethics, regional economic integration such as the EU and NAFTA, the organization of international business, modes of foreign entry and strategic alliances, international business operations, including exporting, importing, overseas manufacturing and global human resource management.

**MGMT 536 - Global Management (3 credits)**

*Prerequisite: MGMT 509 or waiver upon acceptance*

This course focuses on cultural diversity and the importance of history, demographics, geography, resource location, human values and expectations to the businesses in the global economy. The influence of religion, social norms, political and economic systems on shaping business relationships between multinational organizations and host countries is examined in depth through case studies, research projects, group discussions and presentations.

**MGMT 540 - Industrial Marketing (3 credits)**

*Prerequisite: MGMT 507 and MGMT 509; or waiver upon acceptance*

Students study contemporary market strategy techniques in business organizations. Case studies provide students with an opportunity to develop strategy in response to given market opportunities and competitive behavior.

**MGMT 545 - Consumer and Buyer Behavior (3 credits)**

*Prerequisite: MGMT 507 or waiver upon acceptance*

This course uses concepts from the behavioral sciences for identifying market segments, predicting customer response to alternative marketing strategies, developing marketing strategies for specific consumer markets, and modeling consumer decision making. Theories and applied research from marketing and the social sciences are considered to enable marketers to better understand customers and meet their needs. Key course concepts include decision process of buyers, factors affecting purchasing decisions and customer satisfaction. Implications for marketing strategies (e.g., market segmentation, product design and promotion) are examined.

**MGMT 550 - Communications for Managers (1.5 credits)**

*Prerequisite: MGMT 509*

This course applies technical skills and necessary theoretical knowledge of communication arts to specific business situations. Topics include contemporary managerial writing, technologically mediated communications, interpersonal and group communication strategies.

**MGMT 554 - Issues in Global E-Commerce (3 credits)**

*Prerequisite: MGMT 530*

This course explores how the Internet affects product and service costs, customer response times, and quality across a variety of industries. Students research modern e-business models in relation to both business strategy and the broader societal impacts of these new organizational forms.

**MGMT 555 - Marketing Management (1.5 credits)**

*Prerequisite: MGMT 507*

Students will learn about the universal applications of marketing concepts to consumer, business and government markets, profit and nonprofit organizations, domestic, foreign and international companies, and both large and small firms. Topics include analysis of market opportunities, segmentation and planning, product mix and development strategies, pricing, distribution and sales. This course has a managerial orientation and uses an analytical approach.

**MGMT 556 - Operations Management (1.5 credits)**

*Prerequisite: MGMT 509 and ECON 501*

After an overview of the role of operations in the economy, some advanced approaches for achieving operational competitiveness in businesses are illustrated through case studies. The following topics will be explored: operations concepts and its interaction with other

functions, process design and analysis, capacity management, quality management, revenue management and supply chain management.

**MGMT 561 - Environmental Management (3 credits)**

*Prerequisite: ECON 501 and MGMT 507; or waiver upon acceptance*

This course covers environmental laws and regulations as they apply to industrial organizations. Students explore the relationships between technology, community development, and the long-term sustainability of natural resources. Special topics include ISO 14000 standards, the role of private industry in developing new technology, and the responsibilities of both business and government in a global economy.

**MGMT 562 - Strategic Management of Technological Innovation (3 credits)**

*Prerequisite: ACFI 551 and MGMT 507 and MGMT 509; or waiver upon acceptance*

This course employs extensive case analyses to explore alternative strategies for the management of new technology. Students develop a systems and process perspective through research on emerging approaches to strategic management, including business process re-engineering, organizational learning, sustainability, concurrent engineering, supply chain management and self-directed teams, among others.

**MGMT 570 - Organizational Behavior (1.5 credits)**

*Prerequisite: MGMT 509*

The focus of this course is to study individual behavior within an organizational setting. The course enables students to better understand the issues that affect individual and group dynamics within an organization so students learn how to solve "people" issues within the organization. Topics covered include: group dynamics, team-building, employee training and development, organizational culture, organizational structure and leadership.

**MGMT 571 - Organizational Culture and Work Force Diversity (3 credits)**

*Prerequisite: MGMT 509 or waiver upon acceptance*

This course uses knowledge about different cultures, across organizational types, industries, and nations, to develop an understanding of how diverse members of an organization can work together toward shared values, while still maintaining their individual identities. Students study a variety of culture-dependent approaches to time, space, language and workplace practices. The management of work force diversity as a valuable resource for organizational creativity and knowledge-building provides a special emphases.

**MGMT 572 - Interpersonal and Group Behavior (3 credits)**

*Prerequisite: MGMT 509 or waiver upon acceptance*

This course prepares students to participate as effective group members and to act as successful group leaders in workplace project teams. Students study the set of skills that professionals and managers need to meet the challenges posed by trends toward organizational decentralization, functional integration, use of cross-functional project teams and work force diversity. Theories of interpersonal and group behavior offer students the opportunity to assess individual skills and to experiment with new skills.

**MGMT 575 - Managing Human Capital (1.5 credits)**

*Prerequisite: MGMT 509*

The 21<sup>st</sup> century focus of this course is to provide the firm with competitive advantages associated with the organization's human resources. The course is designed to provide students with the practical skills to effectively manage people. Skill areas include the design, implementation and improvement in recruiting systems, performance evaluation systems, people development practices, reward systems to motivate employees, talent management and retention.

**MGMT 576 - Organizational Change and Leadership (3 credits)**

*Prerequisite: MGMT 509 or waiver upon acceptance*

This course examines the impact of leadership on the organizational change process within a variety of work settings. New leadership styles and practices emerging in the context of cross-functional structures, joint ventures and project-based organizations provide a special emphasis. Through both in-class exercises and group projects, students learn about approaches to change management and develop awareness of their leadership attributes.

**MGMT 577 - Power and Influence in Organizations (3 credits)**

*Prerequisite: MGMT 509 or waiver upon acceptance*

This course explores the nature, practice, and effects of power and influence in work organizations. Students study classical and contemporary ideas on leadership to understand how the concepts and practices of power and influence are changing. Cases and simulations demonstrate methods for the effective and ethical exercise of power and influence in organizational units, on project teams and within the organizational culture as a whole.

**MGMT 578 - Organizational Development (3 credits)**

*Prerequisite: MGMT 509 or waiver upon acceptance*

This course explores current topics in organizational development and change, including the practical and ethical issues arising in the context of multinational organizations and the conduct of international business. Guest speakers augment student presentations and seminar discussions.

**MGMT 580 - Business Research Methods (1.5 credits)**

*Prerequisite: MGMT 555 and MGMT 556 and MGMT 570 and MGMT 575*

Business research involves systematic inquiry whose objective is to provide information useful in solving managerial problems. This course builds on students' knowledge of organizational needs and practices by focusing on how to do business research with an emphasis on applied problem solving. It has a major focus on problem identification and analysis, problem solving strategies and communication skills.

**MGMT 581 - Information Resources Management (3 credits)**

*Prerequisite: MGMT 508 and MGMT 509; or waiver upon acceptance*

Students study the technology, systems, and processes that allow organizations to manage information and knowledge as valuable resources. Topics include the conceptualization of data, including data structures, data modeling, data administration and the selection of a database environment. The role of information systems in both the routine conduct of business and long-term strategic planning provide a special emphasis.

**MGMT 582 - Business System Design and Integration (3 credits)**

*Prerequisite: MGMT 508 and MGMT 509; or waiver upon acceptance*

This course introduces fundamental concepts of data communications, networking, and decision support systems. Included are topics such as processing quantitative and qualitative information, systems analysis and design, technical aspects of data transmission, network architecture and implications for management.

**MGMT 590 - Management Systems Seminar (3 credits)**

*Prerequisite: MGMT 508 and MGMT 509, or waiver upon acceptance; and 21 graduate credit hours in ACFI and/or ECON and/or MGMT*

Students will demonstrate and utilize their knowledge through a practical, in-depth analysis of a management system. Working with a client organization, students will assure that their analyses integrate strategic systems, information systems and management systems to facilitate organizational change.

**MGMT 594 - Marketing Management and Strategy (3 credits)**

*Prerequisite: MGMT 555*

This course integrates the formulation of a marketing program with an organization's overall business strategy. Students learn how and why social, economic and political forces affect the selection and success of a marketing program, and ways in which a business firm can continue to meet the needs of its market segments in the context of these forces.

**MGMT 595 - Strategic Management (3 credits)**

*Prerequisite: Completion of 30 credit hours in the MBA program or consent of instructor*

This capstone course emphasizes managerial decision-making that involves all aspects of an organization. It tests the capability of the student to apply all prior learning to solve actual strategic management problems. The final project of the course is project-based and serves as an outcomes assessment of what the student has learned in the program.

**MGMT 598 - Leadership, Ethics and Corporate Accountability (3 credits)**

*Prerequisite: MGMT 555 and MGMT 556 and MGMT 570 and MGMT 575*

Students evaluate business decision problems from the perspective of ethical principles and corporate social responsibility, utilize different approaches to applying corporate social responsibility in the evaluation of business decision problems, and learn to communicate the values associated with social responsibility from a leadership position.

**MGMT 599 - Topical Seminar in Management (3 credits)**

*Prerequisite: Consent of instructor*

Faculty members offer topics of special interest that stem from their own work and that are relevant to students work and interests. Topics will vary each time the course is offered. This course may be repeated twice for different topics.

## Management: Other Approved Courses

**MGMT 512 - Presentation Strategies (1 credit)**

Students learn how to plan and deliver an effective presentation by using a presentation model that follows a systematic approach, including assessing the needs of the audience and developing an effective agenda, materials and technology tools. *Offered fall semester.*



**MGMT 513 - Interpersonal Communication (1 credit)**

Person-to-person communication will focus on active listening and supportive communication, negotiation and effective meetings. *Offered fall semester.*

**MGMT 514 - Human Resources Laws and Regulations (1 credit)**

Beginning with Equal Employment Opportunity laws, the course will ensure students are familiar with human resource fundamentals, including the Americans with Disabilities Act. *Offered fall semester.*

**MGMT 515 - Managing Diversity (1 credit)**

Students will work with cases that will foster understanding of modifications of American-style management that may be needed in organizations of diverse people. *Offered fall semester.*

**MGMT 516 - Business Writing (1 credit)**

Students will learn the commonly accepted principles of business writing, including developing the document as a whole, determining the best format to use in certain situations, and capitalizing on word choice and document flow. *Offered fall semester.*

**MGMT 517 - Decision Making (1 credit)**

This workshop will emphasize common biases and mistakes, fairness and ethics in decision making, and the improvement of decision making. *Offered fall semester.*

**MGMT 518 - Career Development (1 credit)**

Beginning with career planning, the workshop will include networking, job searching, resume writing, interviewing and transitional strategies for career advancement. Students will map an appropriate career path for themselves. *Offered fall semester.*

**MGMT 519 - Teamwork in the Contemporary Organization (1 credit)**

This course will engage students in small group decision making, with a focus on necessary roles including leadership, communication, integrity, team building and goal setting. *Offered fall semester.*

**MGMT 546 - Business Ethics (3 credits)**

This course will introduce students to the field of corporate responsibility through a series of lectures and projects. In their readings, fieldwork and interactive classroom sessions, students will examine best practices used by companies to engage in socially responsible business and will analyze what ethical principles should govern business behavior, including value clarification. Students will use a decision-making matrix for applying ethical principles to business and consider the kinds of designs necessary to foster corporate social responsibility.

## ■ MATHEMATICS

**MATC 560 - Topics in Mathematics for Teachers (1-3 credits)**

*Prerequisite: May be specified depending on the nature of the topic*

Special topics of relevance to mathematics teachers will be offered from time to time. The topics to be offered will be content focused and directly related to the strands of the Massachusetts Curriculum Framework, as they pertain to mathematics teachers. This course is not part of the MAT in Mathematics. This course may be repeated for different topics.

**MATH 090 - Math Readiness (3 credits)**

This course is individualized, self-paced and competency-based and covers the fundamental principles of arithmetic, algebra, and geometry including signed numbers, whole numbers, fractions, decimals, percents, exponents, equations, inequalities, rational equations, geometry and problem solving. This course does not satisfy any core curriculum requirement, nor may the credits be applied toward the minimum credits required for graduation by any major. Graded on a (S) Satisfactory/(U) Unsatisfactory basis. *Offered either semester. (Formerly FRSK 102)*

**MATH 095 - Precalculus Readiness (4 credits)**

This course covers algebra fundamentals to prepare students for college-level precalculus. Each student will complete an individualized, mastery-based review and engage in a series of concept-building workshops. Topics include integer and fraction arithmetic, linear equations and inequalities, systems of two linear equations, properties of exponents, polynomial algebra and factoring, quadratic equations, radical and rational expressions, and graphs of linear and quadratic equations. Graded on a (S) Satisfactory/(U) Unsatisfactory basis. *(Formerly FRSK 102E) NOTE: Students may not take both MATH 090 and MATH 095. This course does not satisfy any core curriculum requirements, nor may the credits be applied toward the minimum required for graduation by any major.*



**MATH 105 - Selected Topics in Mathematics (3 credits)**

*Prerequisite: Mathematics placement test or MATH 090 with a minimum grade of "S" or MATH 095 with a minimum grade of "S"*

The nature and process of mathematical thinking (inductive, deductive, and algorithmic), as well as applications and results, are the underlying components of this course. Possible topics to be explored include sets, logic, number theory, geometry, graph theory and probability. A selection of three or more such topics will be offered each semester. *Offered either semester. (CMAR)*

**MATH 110/MATH 110E - Elementary Statistics I (3 credits)**

*Prerequisite: Mathematics placement test or MATH 090 with a minimum grade of "S" or MATH 095 with a minimum grade of "S"*

This course provides an introduction to measures of central tendency and variability; elementary probability; binomial, normal and t distributions; hypothesis testing and confidence intervals. *Offered either semester. NOTE: Students enrolled in the enhanced course MATH 110E – Elementary Statistics I must also enroll in the co-requisite course MATH 110T - Problem Solving in Statistics. (CMAR)*

**MATH 110T - Problem Solving in Statistics (1 credit)**

*Prerequisite: Must be taken concurrently with MATH 110E*

This course is a required co-requisite for MATH 110E, the enhanced version of Elementary Statistics I. Under faculty supervision, students acquire strategies of problem solving and study skills related to their statistics course. Each week students will attend a one hour recitation with a mathematics coach and two additional tutoring hours on problem solving with the coach. This course may be repeated three times. This course is graded on a (P) Pass/(N) No Pass basis.

**MATH 112 - Mathematics for Elementary Teachers I (3 credits)**

*Prerequisite: Mathematics placement test or MATH 090 with a minimum grade of "S" or MATH 095 with a minimum grade of "S"; restricted to majors in early childhood, elementary and special education*

This course develops student's understanding of the mathematical concepts of number and operations, and the properties of number systems at the deep level required for successful elementary school teaching in ways that are meaningful to pre-service elementary teachers. Topics will include place value and arithmetic models, mental math, algorithms, prealgebra factors and prime numbers, fractions and decimals, ratio, percentage and rate, integers and elementary number theory. *Offered either semester. (CMAR)*

**MATH 113 - Mathematics for Elementary Teachers II (3 credits)**

*Prerequisite: MATH 107 or MATH 112; restricted to majors in early childhood, elementary and special education*

This course develops student's understanding of the mathematical content of geometry, measurement, probability and statistics at the deep level required for successful elementary school teaching in ways that are meaningful to pre-service elementary teachers. Topics will include two- and three- dimensional geometry, measurement, data analysis, single variable statistics and probability. *Offered either semester. (CMAR)*

**MATH 114 - Mathematics for Elementary Teachers III (3 credits)**

*Prerequisite: MATH 107 or MATH 112; restricted to majors in early childhood, elementary and special education*

This course develops student's understanding of the mathematical content of patterns, functions and algebra at the deep level required for successful elementary school teaching in ways that are meaningful to pre-service elementary teachers. Topics will include concepts of variable and function; linear, quadratic and exponential functions and their graphs; patterns, arithmetic and geometric progressions; solving equations and applications. Connections between arithmetic and algebra will be emphasized. *Offered either semester. (CMAR)*

**MATH 120 - Introduction to Linear Algebra (3 credits)**

*Prerequisite: Mathematics placement test or MATH 095 with a minimum grade of "S"*

Topics include algebra and geometry of vectors in  $R^n$ , linear equations, matrices, determinants, basis and dimension, and the use of homogenous coordinates for the matrix representation of linear and geometric transformations and their compositions. *Offered fall semester. (CMAR)*

**MATH 125 - Integrated Science and Mathematics (3 credits)**

*Prerequisite: Consent of instructor*

This course is designed to prepare incoming science and mathematics students in the STREAMS summer bridge program for the mathematical needs of their first-year coursework. In this course, students will study precalculus-level mathematics in the context of how it arises in the sciences. Topics include measurement, uncertainty, and responsible use of data; units and dimensional analysis; linear modeling and rates of change; linearization of exponential, logarithmic, power and other relationships, principles of trigonometry; and effective communication of quantitative meaning in writing, graphs, and data tables. *Offered summer only. NOTE: This course is not a substitute for precalculus (MATH 140/150) and does not satisfy prerequisites for any MATH course.*

**MATH 130 - Discrete Mathematics I (3 credits)**

*Prerequisite: Mathematics placement test or MATH 095 with a minimum grade of "S"*

This course provides some of the mathematical background necessary for computer science. Topics include combinations and discrete probability, discrete functions and graph theory. *Offered spring semester.* (CMAR)

**MATH 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

**MATH 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

**MATH 140/MATH 140E - Elements of Precalculus (3 credits)**

*Prerequisite: Mathematics placement test or MATH 095 with a minimum grade of "S"*

This course is designed to help prepare students for the study of calculus. Topics covered include a review of algebraic fundamentals (exponents, logarithms, linear and non-linear equations and inequalities) and a study of functions of various types (polynomial, rational and transcendental). *Offered either semester. (Formerly MATH 100) NOTE: Students enrolled in the enhanced course MATH 140E - Elements of Precalculus must also enroll in the co-requisite course MATH 140T - Problem Solving in Precalculus.* (CMAR)

**MATH 140T - Problem Solving in Precalculus (1 credit)**

*Prerequisite: Must be taken concurrently with MATH 140E*

This course is a required co-requisite for MATH 140E, the enhanced version of Elements of Precalculus. Under faculty supervision, students acquire strategies of problem solving and study skills related to their precalculus course. Each week students will attend a one hour recitation with a mathematics coach and two additional tutoring hours on problem solving with the coach. This course may be repeated three times. This course is graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**MATH 141 - Elements of Calculus I (3 credits)**

*Prerequisite: MATH 140/140E or MATH 150 or a mathematics placement test*

This course introduces the student to the main concepts, methods, and techniques of differential calculus. Emphasis is on how these arise from problems in several areas, rather than from a rigorous development of the theory. A principal objective of this course is to illustrate how mathematics is used to model physical reality and how such a mathematical model facilitates the solution of problems. This course does not satisfy mathematics major requirement. Credit cannot be given for both MATH 141 and MATH 144. *Offered either semester.* (CMAR)

**MATH 142 - Elements of Calculus II (3 credits)**

*Prerequisite: MATH 141*

The topics include the integral and its applications as well as multivariable calculus. Additional topics are selected from: differential equations, Taylor series and probability distributions. This course does not satisfy mathematics major requirements. *Offered either semester.* (CMAR)

**MATH 143 - Problem Solving in Mathematics (1 credit)**

*Prerequisite: Registration in designated enhanced MATH course*

This course is a required corequisite for enhanced sections supported by small-group structured learning assistance. Under faculty supervision, students acquire strategies of problem solving, study skills and mathematical inquiry to help them succeed in mathematics. Students in this course will attend a weekly tutorial session led by a peer learning assistant (PAL) in which they will engage in inquiry-based and small-group problem solving. This course may be repeated twice for credit. This course will be graded on a (P) Pass/(N) No Pass basis.

**MATH 144 - Applied Calculus for Business (3 credits)**

*Prerequisite: MATH 140/140E or MATH 150 or a mathematics placement test*

This is a one-semester course in applied differential and integral calculus with emphasis on business applications. Topics to be covered include derivatives of algebraic, logarithmic and exponential functions, optimization problems, antiderivatives and the fundamental theorem of calculus, techniques of integration, functions of several variables and partial derivatives. This course does not satisfy mathematics major requirements. (CMAR)

**MATH 150 - Precalculus with Trigonometry (4 credits)**

*Prerequisite: Mathematics placement test or MATH 095 with a minimum grade of "S"*

This course is designed to help prepare students for the study of calculus. Topics covered include a review of algebraic fundamentals (exponents, logarithms, linear and non-linear equations and inequalities), a study of polynomial, rational and transcendental functions as well as trigonometric functions, identities and equations. (CMAR)

**MATH 161/161E - Single Variable Calculus I (4 credits)**

*Prerequisite: MATH 150 or a mathematics placement test or consent of department*

This course will provide an introduction to the topics and techniques of single-variable calculus. Differential calculus topics will include limits and derivatives of algebraic and transcendental functions as well as applications of the derivative. Integral calculus topics will include antiderivatives, area and the Fundamental Theorem of Calculus. *NOTE: Students enrolled in the enhanced course MATH 161E must also enroll in an appropriate section of the corequisite course MATH 143 Problem Solving in Mathematics.* (CMAR)

**MATH 162 - Single Variable Calculus II (4 credits)**

*Prerequisite: MATH 161/161E or consent of department*

This course is a continuation of material found in MATH 161. Topics will include integration techniques and applications of integration using algebraic and transcendental functions. In addition, sequences and series will be discussed. (CMAR)

**MATH 180 - Transition to Advanced Mathematics (3 credits)**

*Prerequisite: MATH 161/161E, which may be taken concurrently*

This course is an introduction to formal mathematics and provides a transition from computation-based mathematics to the more theoretical approach used in advanced mathematics courses. Topics covered include mathematical logic, set theory, concepts of relation, function and cardinality, and the design and structure of axioms and axiomatic systems are discussed. A large emphasis is placed on reading, analyzing and learning to produce proofs of mathematical statements. (CLOR)

**MATH 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**MATH 200 - Probability and Statistics (3 credits)**

*Prerequisite: MATH 142 or MATH 152 or MATH 162; MATH 162 may be taken concurrently*

Permutations and combinations; types of events, conditional probability, elementary probability distributions, elementary cumulative distributions, mathematical expectation, measures of central tendency, variance and standard deviation, and normal distributions. Additional statistics topics as time allows.

**MATH 202 - Linear Algebra (4 credits)**

*Prerequisite: MATH 180; and MATH 142 or MATH 152 or MATH 162; MATH 162 may be taken concurrently*

Vector spaces, linear transformations, matrices, systems of linear equations and determinants. *Offered each semester.*

**MATH 251 - Calculus III (3 credits)**

*Prerequisite: MATH 152*

This course covers infinite sequences and series and multivariable calculus including partial differentiation, directional derivatives, max/min theory and multiple integration. *Offered fall semester.*

**MATH 252 - Calculus IV (3 credits)**

*Prerequisite: MATH 251*

This course covers, with an emphasis on techniques, the topics of vector differentiation and integration, line integrals and Green's theorem. This course also includes a rigorous re-examination of the calculus topics of limits, continuity, differentiability and integrability.

**MATH 261 - Multivariable Calculus (4 credits)**

*Prerequisite: MATH 162*

This course is a continuation of the MATH 161/161E - MATH 162 Single Variable Calculus I-II sequence. Topics will include parametric and polar equations, derivatives and integrals of multivariable functions, and vector analysis.

**MATH 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia in mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

**MATH 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia in mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**MATH 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**MATH 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**MATH 301 - Abstract Algebra I (3 credits)**

*Prerequisite: MATH 202*

Study of relations, functions and binary operations. Introduction to the theory of rings, integral domains and fields through a study of integers, rational numbers, real numbers, complex numbers and polynomials, and elementary group theory. *Offered fall semester.*

**MATH 302 - Abstract Algebra II (3 credits)**

*Prerequisite: MATH 301*

Group theory, linear groups, rings and ideals, extensions of rings and fields.

**MATH 303 - Number Theory (3 credits)**

*Prerequisite: MATH 202 or consent of the department*

Development of the number system, the Euclidean Algorithm and its consequences, theory of congruences, number-theoretic functions, Diophantine equations and quadratic residues.

**MATH 316 - Differential Equations (3 credits)**

*Prerequisite: MATH 251 or MATH 261*

Ordinary differential equations of first and second order, linear differential equations with constant coefficients, the Laplace transformation and applications.

**MATH 318 - Quantitative Methods for Management (3 credits)**

*Prerequisite: MATH 142 or MATH 144 or MATH 152 or MATH 162; and MATH 110/110E or ECON 210 or equivalent*

Selected mathematical tools and techniques for analysis of business and economic problems as an aid to decision-making in management. Models and applications related to decision theory, linear programming, inventory, queuing, forecasting and other standard qualitative concepts. *Offered either semester.*

**MATH 325 - Foundations of Geometry (3 credits)**

*Prerequisite: MATH 202*

In this course, students will broaden their understanding of Euclidean geometry; study finite geometries, geometric transformations and

non-Euclidean geometries; write geometric proofs; construction problems; and apply geometric concepts to real-world situations. *Offered either semester.*

**MATH 326 - Projective Geometry (3 credits)**

*Prerequisite: MATH 120 or consent of the department*

A synthetic and analytic study of the axioms and properties of the projective plane; the projective group of transformations, its subgeometries and their invariant properties.

**MATH 340 - Graph Theory (3 credits)**

*Prerequisite: MATH 202 or consent of instructor*

This course introduces the basic definitions, concepts, topics and theorems of graph theory including the structure, connectivity and vulnerability of graphs. A wide range of examples such as the traveling salesperson problems, Dijkstra's algorithm, Huffman codes and Fleury's algorithm will also be examined.

**MATH 341 – Cryptology (3 credits)**

*Prerequisite: MATH 202 or consent of instructor*

Cryptology is the study of the composition, design, use and analysis of methods and systems to encrypt and decrypt messages. This course begins with a review of classical cryptosystems from shift ciphers to the enigma machine. Modern private-key encryption schemes such as AES (the Advanced Encryption Standard) and public-key encryption schemes such as RSA will also be studied. In addition, digital signatures, secret sharing and zero-knowledge proofs will be examined. Other techniques and methods of cryptology such as steganography, discrete logarithms, elliptic curves and quantum computing may be explored. *Offered once per year.*

**MATH 345 – Combinatorics (3 credits)**

*Prerequisite: MATH 202 or consent of instructor*

Methods examined in this course are permutations, combinations, the sum and product rules, ordered and unordered selection with or without repetition, identical and distinct ranges, the pigeonhole principle, binomial coefficients, inclusion/exclusion, derangements, partitions, recurrence relations, generating functions and Ramsey theory. Special topics may include Latin squares, graph theory, network flows, coding theory, designs, Pólya counting, partially ordered sets and lattices.

**MATH 399 - Topics in Advanced Mathematics (3 credits)**

Special topics selected from the general areas of algebra, analysis and applied mathematics. This course may be repeated for different topics.

**MATH 401 - Introduction to Analysis I (3 credits)**

*Prerequisite: MATH 252 or MATH 261; and MATH 202*

Logic and proof techniques are followed by basic theorems on the topology of real numbers, compactness, limits, sequences, continuity and differentiability. *Offered spring semester.*

**MATH 403 - Probability Theory (3 credits)**

*Prerequisite: MATH 251 or MATH 261*

All elementary probability topics: permutations and combinations, types of events, conditional probability, Bayes' Theorem and so on. A calculus approach to probability distribution and cumulative distributions, moment and moment generating functions.

**MATH 408 - History of Mathematics (3 credits)**

*Prerequisite: MATH 252 or MATH 261; and MATH 202*

A historical development of mathematics from ancient time to the Middle Ages (c. 3500 B.C. to c. 1400 A.D.). Some of the topics covered include Egyptian, Babylonian and Mayan Numeration Systems; Greek mathematics, including the Pythagorean, Platonic and Alexandrian schools; Asian contributions and the Arabic Hegemony; and principal mathematicians of the European Middle Ages, including Alcuin, Fibonacci and Oresme. (CWRM)

**MATH 415 - Numerical Analysis (3 credits)**

*Prerequisite: MATH 251 or MATH 261*

Solution of algebraic and transcendental equations, general iteration method, Newton-Raphson method. Approximation of functions and curve fitting, Lagrange interpolation formula, Newton's forward difference method, method of least squares, orthogonality, numerical integration and Euler-Cauchy technique.

**MATH 416 - Applied Mathematics (3 credits)**

*Prerequisite: MATH 251 or MATH 261*

Fourier analysis, solutions of partial differential equations, special functions, and line and surface integrals. (CWRM)



**MATH 418 - Introduction to Operations Research (3 credits)**

*Prerequisite: MATH 202 and MATH 403*

Operations research models of various real-life applications will be introduced. Students will learn how to formulate deterministic or probabilistic mathematical models, solve these models with existing algorithms by hand or by computer, and interpret the computer output solutions for these problems. In addition, students will learn the mathematical theory behind these algorithms. Topics may include linear programming and duality, the simplex algorithm and goal programming, sensitivity and post-optimality analyses, decision making under uncertainty, and game theory, as well as shortest route, minimal spanning tree, and maximal flow problems. *Offered either semester.*

**MATH 445 - Logic Programming (3 credits)**

*Prerequisite: Junior or senior mathematics major or equivalent background; and consent of the department*

The propositional and first order predicate logic from an axiomatic point of view will be studied. Algorithmic methods of theorem proving will be emphasized.

**MATH 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

In this course, one-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**MATH 490 - Mathematics Seminar (3 credits)**

*Prerequisite: MATH 251 or MATH 261; and MATH 301; or consent of the department chairperson*

Topics to be selected from algebra, geometry and analysis. May be offered as a quarter or semester course.

**MATH 499 - Directed Study in Mathematics (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**MATH 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph titled “Directed or Independent Study” in the “College of Graduate Studies” section of this catalog. This course may be repeated for a maximum of six credits.

**MATH 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled “Directed or Independent Study” in the “College of Graduate Studies” section of this catalog. This course may be repeated for a maximum of six credits.

**MATH 507 – Topology (3 credits)**

*Prerequisite: MATH 251 and MATH 301 or equivalent; and admission to the MAT in Mathematics program; or consent of instructor*

Elements of point set topology, closed sets and open sets in metric spaces, continuous mappings, connection, separation theorems, and compactness.

**MATH 508 - History of Mathematics (3 credits)**

*Prerequisite: Admission to the MAT in Mathematics program or consent of instructor*

A historical development of mathematics from ancient time to the Middle Ages (c. 3500 B.C. to c. 1400 A.D.). Some of the topics covered include Egyptian, Babylonian and Mayan Numeration Systems; Greek mathematics, including the Pythagorean, Platonic and Alexandrian schools; Asian contributions and the Arabic Hegemony; and principal mathematicians of the European Middle Ages, including Alcuin, Fibonacci and Oresme. Students will be required to complete two projects that will culminate in formal presentations.

**MATH 510 - Group Theory (3 credits)**

*Prerequisite: MATH 301 or equivalent; and admission to the MAT in Mathematics program*

Groups, subgroups, homomorphisms, normal subgroups and quotient groups, generators, normal structure and the Jordan-Hölder Theorem, direct products of groups.

**MATH 511 - Ring Theory (3 credits)**

*Prerequisite: MATH 301 or equivalent; and admission to the MAT in Mathematics program; or consent of instructor*

Examples of rings, ideals and homomorphisms, the Jacobson radical, direct sums, Boolean rings and rings with chain conditions.



**MATH 518 - Topics in Analysis (3 credits)**

*Prerequisite:* MATH 202 and MATH 252; and admission to the MAT in Mathematics program; or consent of instructor

The course consists of a detailed discussion of limits, continuity, and applications of differential and integral calculus, and the real number system. Group and/or individual projects will be required as part of the course. This course is designed to provide graduate-level mathematics education students with an introduction to analysis, appropriate to the needs of secondary school mathematics teachers.

**MATH 522 - Complex Analysis (3 credits)**

*Prerequisite:* MATH 401 and admission to the MAT in Mathematics program; or consent of instructor

Analytic functions of a complex variable, differentiation and integration in the complex plane. Cauchy's theorems, infinite series, Laurent expansions and theory of residues.

**MATH 527 – Cryptology (3 credits)**

*Prerequisite:* Admission to the MAT Mathematics program or consent of the instructor or consent of the department chairperson

Cryptology is the study of the composition, design, use and analysis of methods and systems to encrypt and decrypt messages. Classical cryptosystems from shift ciphers to the enigma machine will be reviewed first. Then private-key encryption schemes such as AES (the Advanced Encryption Standard) and public-key encryption schemes such as RSA will be studied. Methods of cryptanalysis will be investigated. Other techniques and methods of cryptology such as digital signatures, secret sharing, zero-knowledge proofs, steganography, discrete logarithms, elliptic curves and quantum computing may be explored.

**MATH 551 - Topics in Finite Mathematics (3 credits)**

*Prerequisite:* Admission to the MAT in Mathematics program or consent of instructor

This course is designed for teachers of mathematics, and will extend and enrich the topics of finite mathematics. Possible topics include sets, logic, probability, statistics, combinatorics and graph theory.

**MATH 552 - Topics in Analytic Geometry (3 credits)**

*Prerequisite:* Admission to the MAT in Mathematics program or consent of instructor

Properties, definitions and applications of conic sections will be studied. Vectors, polar coordinates and calculus will be used to enhance the presentation and to develop formulas for tangent lines, areas and volumes. Translation and rotation of axis and invariants under translation will be covered. Quadric surfaces and their graphs, along with homogeneous coordinates, will be discussed.

**MATH 561 - Topics in Number Theory (3 credits)**

*Prerequisite:* Admission to the MAT in Mathematics program or consent of instructor

Topics will include an in-depth study of primes, divisibility, congruence, number theoretic functions, numeration systems and other related topics selected by the instructor.

**MATH 562 - Topics in Geometry (3 credits)**

*Prerequisite:* Admission to the MAT in Mathematics program or consent of instructor

This course employs classical and modern tools to explore topics that extend and enrich the standard high school geometry curriculum. Possible topics include transformations, tessellations, non-Euclidean geometrics and fractals.

**MATH 582 - Topics in Problem Solving Using Technology (3 credits)**

*Prerequisite:* Admission to the MAT in Mathematics program or consent of instructor

This course will include an in-depth study of problem-solving techniques in mathematics using technology. Application problems will include topics from physical and social sciences.

**MATH 596 - Topics in Mathematics (3 credits)**

*Prerequisite:* Admission to the MAT in Mathematics or consent of instructor

Topics are chosen from various areas of study in mathematics, such as theory of holors, applied mathematics, introduction to field theory and other mathematics topics. This course may be repeated for credit with different topics.

## Mathematics: Other Approved Courses

**MATH 107 - Principles of Mathematics I (3 credits)**

*Prerequisite:* Mathematics placement test

Topics include problem solving; numeric and non-numeric patterns; set theory and applications, systems of numeration; elementary number theory and properties of our number systems from integers to reals. *Offered yearly.* (CMAR)

**MATH 108 - Principles of Mathematics II (3 credits)**

*Prerequisite:* MATH 107

Topics include functions and relations; elementary probability; an introduction to data analysis and statistics; two- and three- dimensional geometry; and measurement. (CMAR)

**MATH 151 - Calculus I (3 credits)**

*Prerequisite: MATH 150 or a mathematics placement test*

This course introduces the student to a rigorous development of the differential calculus. Emphasis is on the development of the concepts of calculus as typical of a cohesive mathematical theory. *Offered fall semester.* (CMAR)

**MATH 152 - Calculus II (3 credits)**

*Prerequisite: MATH 151*

This course is an intensive study of the integral and its applications, transcendental functions, conic sections and additional techniques of integration. *Offered spring semester.* (CMAR)

**MATH 330 - Discrete Mathematics II (3 credits)**

*Prerequisite: MATH 130 and COMP 152*

Course topics will include formal logic, automata and formal languages, and an introduction to the analysis of algorithms. *Offered either semester.*

**MATH 338 - Honors Tutorial (3 credits)**

*Prerequisite: Consent of the department*

Special topics in mathematics. Open to Commonwealth and Departmental Honors students. Three hourly meetings weekly. *Offered fall semester.*

**MATH 339 - Honors Tutorial (3 credits)**

*Prerequisite: Consent of the department*

Special topics in mathematics. Open to Commonwealth and Departmental Honors students. Three hourly meetings weekly. *Offered spring semester.*

**MATH 349 - Foundations of Mathematics (3 credits)**

*Prerequisite: MATH 202*

The course axiomatically develops the number systems as algebraic structures starting with the construction of the natural numbers using the Peano postulates and continuing to the ordered integral domain of integers, the ordered field of rationals, and the complete ordered field of real numbers by using Cauchy sequences.

**MATH 520 - Real Analysis**

## ■ MIDDLE SCHOOL EDUCATION

**MSED 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**MSED 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 or \_\_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year

Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**MSED 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**MSED 450 - Strategies of Teaching in the Middle School - History/Political Science (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching history/political science in the middle school are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools.

**MSED 451 - Strategies of Teaching in the Middle School – English (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching English in the middle school are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools.

**MSED 456 - Strategies of Teaching in the Middle School – Mathematics (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to the Professional Education Program

Developing competency and versatility is stressed through simulations and guided teaching in area schools.

**MSED 465 - Strategies of Teaching in the Middle School - Integrated Science (3 credits)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools.

**MSED 499 - Directed Study in Middle School Education (1-6 credits)**

*Prerequisite:* Consent of the department and adviser; formal application required

Directed study is open to juniors, seniors and postbaccalaureate students who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**MSED 503 - Directed Study (1-3 credits)**

*Prerequisite:* Consent of the department; formal application required

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

## Middle School Education: Other Approved Courses

**MSED 502 - Research**

### ▪ MUSIC

**MUSC 104 - Guitar Ensemble (1 credit)**

*Prerequisite:* MUSC 220 or consent of instructor

The Guitar Ensemble will rehearse and perform music in a variety of styles, including classical, ethnic, and jazz, along with transcriptions of music originally composed for other media. Several on-campus performances may be supplemented by occasional appearances at off-campus venues. This course may be repeated once for a maximum of two credits. *Offered spring semester.*

**MUSC 105 - Chamber Music Ensemble for Instrumentalists and Vocalists (1 credit)**

This course will provide students with the opportunity to explore chamber music in a variety of styles for small ensembles, expanding their repertoire beyond the solo works studied in private lessons. Instrumentalists and vocalists will improve their technique and musicianship, develop better practice and rehearsal skills, enhance their understanding of musical styles, and learn how to build musical consensus. This course may be repeated seven times for a maximum of eight credits. Only two credits will be counted toward the music major.

**MUSC 106 - Irish Traditional Music Ensemble (1 credit)**

The Irish Traditional Music Ensemble explores and performs the rich traditional folk music of Ireland, including jigs, reels, hornpipes, songs, and even dances. Historic background is also included for every folk form covered. Instrumentalists, Irish step dancers, and vocalists of all levels are welcomed. This course may be repeated seven times for a maximum of eight credits. Only two credits will be counted toward the music major.

**MUSC 107 - Beginning West African Drumming Ensemble (1 credit)**

This course will introduce students to some of the intrinsic elements of African music through the process of actual music making within an ensemble setting. Designed for beginners with no musical or drumming background, this course will give students a firm foundation in African drumming and in the performance of repertoire from the West African countries of Guinea, Senegal and Mali. This course may be repeated. Music majors may only take the course twice for credit toward major requirements. *(Formerly MUSC 109)*

**MUSC 108 - West African Drumming Ensemble (1 credit)**

*Prerequisite: Consent of instructor*

This course is designed for students with a background in African drumming and/or percussion, and will continue the study of West African drumming within an ensemble setting. The repertoire will be mainly drawn from the West African countries of Senegal, Mali, Guinea and the Ivory Coast. This course may be taken six times for a maximum of seven credits. Only two credits will count toward the music major.

**MUSC 112 - Wind Ensemble (1 credit)**

The wind ensemble is open to any student who plays a wood-wind, brass, or percussion instrument. The wind ensemble performs significant literature, which is selected to stimulate both the musicians and the audience. The course may be repeated for credit. *Offered either semester.*

**MUSC 113 - Jazz Band (1 credit)**

*Prerequisite: Audition*

The jazz band is open by audition on the first Thursday of the fall semester and limited to 20 musicians who wish to perform in the big band style. Performances provide the student with an opportunity to apply musical skills acquired through practice and rehearsal. The course may be repeated for credit. *Offered either semester.*

**MUSC 115 - Instrumental Ensemble (1 credit)**

*Prerequisite: Consent of instructor*

The Instrumental Ensemble is a mixed group of instrumentalists that studies and performs appropriate works. The course may be repeated for credit. *Offered either semester.*

**MUSC 118 – Chorale (1 credit)**

A group of mixed voices who study and perform compositions representative of various styles, periods and cultures. Performances presented throughout the academic year often include major works with orchestral accompaniment. The course may be repeated for credit. *Offered either semester.*

**MUSC 119 - Vocal Ensemble (1 credit)**

*Prerequisite: Concurrent enrollment in MUSC 118 and audition*

A select group of mixed voices who study and perform chamber vocal music representative of various styles, periods and cultures. This a cappella ensemble represents the university both in the United States and abroad. May be repeated for a maximum of 6 credits. *Offered either semester.*

**MUSC 120 - Class Guitar I (Classical Guitar) (3 credits)**

This course is an introduction to the fundamentals of classical guitar playing for those with or without prior experience. Through the performance of classical music, folk songs, American spirituals and pop melodies, the beginning guitar student will learn to read music, grasp basic theory, understand terminology and identify the different stylistic periods in music. *Offered either semester. (CFPA)*

**MUSC 121 - Performance Studies I (Private Lessons - Brass) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing brass instruments. The

material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 122 - Performance Studies I (Private Lessons - Percussion) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing percussion instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 123 - Performance Studies I (Private Lessons - Violin, Viola) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing upper string instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 124 - Performance Studies I (Private Lessons - Woodwinds) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing woodwind instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 125 - Performance Studies I (Private Lessons - Guitar) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing the instrument. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 126 - Performance Studies I (Private Lessons - Cello, Bass) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing lower string instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 130 - Voice Class I (3 credits)**

Through the performance of songs of different nationalities, the student gains knowledge of basic vocal technique, general musicianship and terminology. *Offered either semester. (CFPA)*

**MUSC 131 - Performance Studies I (Private Lessons - Voice - Singing) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their ability in singing. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and others by consent of instructor*

Freshmen Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. Colloquia meet once per week for fifty minutes. This course may be repeated up to three credits.

**MUSC 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and others by consent of instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. Colloquia meet once per week for fifty minutes. This course may be repeated up to three credits.

**MUSC 140 - Class Piano I (3 credits)**

Through the performance of compositions by master composers and arrangements of symphonic literature, folk songs, spirituals, seasonal and patriotic songs, the beginning piano student learns basic piano technique, elementary theory, general musicianship, terminology and the different stylistic periods in music. *Offered either semester. (CFPA)*

**MUSC 141 - Performance Studies I (Private Lessons - Piano) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*



The sequence provides private instruction for those students who wish to improve their ability at the keyboard. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 151 - Jazz, Pop and Show Choir (1 credit)**

This course is intended to offer students a choral experience in musical styles other than classic. Students will prepare and perform a mix of jazz and other popular styles of music. This course may be repeated for up to two credits.

**MUSC 152 - Opera Ensemble Workshop (1 credit)**

*Prerequisite: MUSC 131 or consent of instructor*

This course will encourage young singers to explore the physical aspect of singing through repertoire that will be staged and performed. Singers will work to articulate vocal pieces from operatic literature through dramatic enactment. Course work will culminate in a performance of the chosen musical selections. This course may be repeated two times for credit.

**MUSC 160 - Introduction to Western Classical Music (3 credits)**

This course, designed for students with no previous musical training, explores art music of the Western world and gives the beginner the knowledge and skills necessary for more informed listening. Music surveyed may include symphonies, concerti, songs, operas and other works, from various historical periods. *Offered either semester. (CFPA)*

**MUSC 162 - Introduction to Music of Africa (3 credits)**

This course surveys the musical traditions of Africa with their diverse social and cultural contexts. Instruments, ensembles and characteristics of music from several parts of the continent will be considered. *Offered either semester. (CFPA; CGCL)*

**MUSC 163 - Introduction to World Music (3 credits)**

This course surveys selected musical traditions from various parts of the world including those of Asia, Eastern Europe, the Caribbean, the Middle East and the Americas (including Native American and Latin American music). Topics include musical genres, instruments and social and cultural contexts. *Offered either semester. (CFPA; CGCL)*

**MUSC 165 - Introduction to Women Composers (3 credits)**

This course surveys the contributions of women composers to the Western art music tradition, from the medieval period through the 20<sup>th</sup> century, with attention to historical and sociological contexts as well as fundamental concepts in art music. (CFPA)

**MUSC 166 - Survey of Jazz (3 credits)**

This course traces the development of jazz from 1890 to the present, noting its origins, its place in mainstream music and its influence on other American and European musical styles. *Offered either semester. (CFPA; CMCL)*

**MUSC 168 - American Popular Music (3 credits)**

This course will study the contemporary trends of American music beginning with the jazz era and continuing through recent decades. It will trace the social and political forces that created and shaped popular music during times of war and crisis. Students will study the elements that make up this music and learn how these styles developed. Students will listen to representative examples of the music of this period with emphasis on the factors that led to its invention. *Offered every semester. (CFPA)*

**MUSC 170 - Music Fundamentals (3 credits)**

This course teaches the basics of music literacy, focusing on how to read and notate music. Students learn to recognize and write the symbols of the musical language, while mastering concepts of pitch, rhythm, harmony, scale and key. Evaluations are based on both written and practical work. *Offered either semester. (CFPA)*

**MUSC 183 - String Ensemble (1 credit)**

The string ensemble is open by audition to all students of the college. The group performs standard and contemporary chamber music selected to showcase the strengths of the ensemble. The course may be repeated for credit. *Offered either semester.*

**MUSC 191 - Introduction to Music Technology (3 credits)**

This introduction to music technology explores the growth and evolution of the field. Students get practical experience with hardware and software, working at a MIDI station with several leading programs.

**MUSC 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS



courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**MUSC 220 - Class Guitar II (3 credits)**

*Prerequisite: MUSC 125 or consent of instructor*

This course is a continuation of the concepts studied in Class Guitar I. Music theory, sight-reading and advanced and advanced rhythmic skills will be expanded to the upper positions of the guitar. Improvisation techniques will be studied through learning scales, modes and arpeggios. Melody, accompaniment, arranging and ensemble skills will be developed through playing a variety of styles including: jazz, blues, classical and Latin. The course will conclude with a public performance of several pieces studied in class. *Offered spring semester. (CFPA)*

**MUSC 221 - Performance Studies II (Private Lessons - Brass) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing brass instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 222 - Performance Studies II (Private Lessons - Percussion) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing percussion instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 223 - Performance Studies II (Private Lessons - Violin, Viola) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing upper string instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 224 - Performance Studies II (Private Lessons - Woodwinds) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing woodwind instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 225 - Performance Studies II (Private Lessons - Guitar) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing the instrument. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 226 - Performance Studies II (Private Lessons - Cello, Bass) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing lower string instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 230 - Voice Class II (3 credits)**

*Prerequisite: MUSC 130 or consent of instructor*

This course is the continuation of Voice Class I, dealing with further development of singing technique and including class performances of different vocal styles represented by literature from various periods. *Offered spring semester.*

**MUSC 231 - Performance Studies II (Private Lessons - Voice - Singing) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their ability in singing. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 232 - Diction for Singers (3 credits)**

*Prerequisite: MUSC 130 or consent of instructor*

This course instructs singers to produce clear, intelligible diction while maintaining a melodic line and correct intonation in standard English, Italian/Latin, French and German vocal repertory. The foreign language being used by the choral or chamber singers may be included as an area of study.

**MUSC 240 - Class Piano II (3 credits)**

*Prerequisite: MUSC 140 or consent of instructor*

The continuation of Class Piano I presents a detailed study of works from the Baroque to the Contemporary periods. The student gains facility in the art of phrasing, use of dynamics and attention to tempos. *Offered spring semester. (CFPA)*

**MUSC 241 - Performance Studies II (Private Lessons - Piano) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their ability at the keyboard. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 270 - Sight-Singing and Ear-Training I (3 credits)**

*Prerequisite: Must be taken concurrently with MUSC 271*

This course enhances the student's aural skills, developing the understanding of musical notation through exercises in sight-reading and musical dictation.

**MUSC 271 - Music Theory I (3 credits)**

*Prerequisite: Must be taken concurrently with MUSC 270*

This course covers beginning harmony and counterpoint: writing in small forms and chorale harmonization, written exercises, ear training and keyboard work.

**MUSC 272 - Sight-Singing and Ear-Training II (3 credits)**

*Prerequisite: MUSC 270 and concurrent enrollment in MUSC 273*

The continuation of MUSC 270. Students achieve a high level of fluency by reading graded advanced unison, two-, three-, and four-part studies, as well as combined rhythmic and melodic dictation, and one- and two-part rhythmic exercises for aural proficiency. *(Formerly MUSC 370)*

**MUSC 273 - Music Theory II (3 credits)**

*Prerequisite: MUSC 271 and concurrent enrollment in MUSC 272*

A continuing technical course in the study of 18<sup>th</sup>- and 19<sup>th</sup>- century harmony. Topics studied include seventh chords through chords of the augmented sixth, figured bass, analysis, harmonization of melody and counterpoint. *Offered fall semester. (Formerly MUSC 172)*

**MUSC 281 - Music History I (3 credits)**

*Prerequisite: ENGL 102 and MUSC 271; or consent of instructor*

This course surveys the history of Western art music from the Middle Ages through the Baroque period, through score study, comparisons of musical styles, and attention to the social and cultural roles of composition and performance. *Offered fall semester. (Formerly MUSC 261)*

**MUSC 282 - Music History II (3 credits)**

*Prerequisite: ENGL 102 and MUSC 271 and MUSC 281; or consent of instructor*

This course surveys the history of Western art music from the Classical period to the present day, through score study, comparisons of music styles and attention to the social and cultural roles of composition and performance. *Offered spring semester. (Formerly MUSC 262)*

**MUSC 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and others by consent of instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. Colloquia meet once per week for fifty minutes. This course may be repeated up to three credits.

**MUSC 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and others by consent of instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. Colloquia meet once per week for fifty minutes. This course may be repeated up to three credits.

**MUSC 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**MUSC 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**MUSC 321 - Performance Studies III (Private Lessons - Brass) (1 credit)**

*Prerequisite:* Consent of instructor for 200 level and above only

The sequence provides private instruction for those students who wish to improve their proficiency in playing brass instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. Offered either semester. Additional fee required. May be taken for graduate-level credit.

**MUSC 322 - Performance Studies III (Private Lessons - Percussion) (1 credit)**

*Prerequisite:* Consent of instructor for 200 level and above only

The sequence provides private instruction for those students who wish to improve their proficiency in playing percussion instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. Offered either semester. Additional fee required. May be taken for graduate-level credit.

**MUSC 323 - Performance Studies III (Private Lessons - Violin, Viola) (1 credit)**

*Prerequisite:* Consent of instructor for 200 level and above only

The sequence provides private instruction for those students who wish to improve their proficiency in playing upper string instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. Offered either semester. Additional fee required. May be taken for graduate-level credit.

**MUSC 324 - Performance Studies III (Private Lessons - Woodwinds) (1 credit)**

*Prerequisite:* Consent of instructor for 200 level and above only

The sequence provides private instruction for those students who wish to improve their proficiency in playing woodwind instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. Offered either semester. Additional fee required. May be taken for graduate-level credit.

**MUSC 325 - Performance Studies III (Private Lessons - Guitar) (1 credit)**

*Prerequisite:* Consent of instructor for 200 level and above only

The sequence provides private instruction for those students who wish to improve their proficiency in playing the instrument. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. Offered either semester. Additional fee required. May be taken for graduate-level credit.

**MUSC 326 - Performance Studies III (Private Lessons - Cello, Bass) (1 credit)**

*Prerequisite:* Consent of instructor for 200 level and above only

The sequence provides private instruction for those students who wish to improve their proficiency in playing lower string instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. Offered either semester. Additional fee required. May be taken for graduate-level credit.

**MUSC 331 - Performance Studies III (Private Lessons - Voice - Singing) (1 credit)**

*Prerequisite:* Consent of instructor for 200 level and above only

The sequence provides private instruction for those students who wish to improve their ability in singing. The material is selected according

to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 332 - Vocal Pedagogy (3 credits)**

*Prerequisite: MUSC 231 or consent of instructor*

In this course singers and choral conductors will acquire specific skills and experience in teaching healthy vocal production and development. The course reviews the anatomy and function of the voice, hearing and breathing mechanisms and covers recent advancements in scientific vocal knowledge. Emphasis will be placed on *bel-canto* singing technique, proper care of the singing and speaking voice, the healthy development of the singing/speaking voice and the nurturance of young voices. *Offered every other year.*

**MUSC 341 - Performance Studies III (Private Lessons - Piano) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their ability at the keyboard. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 342 - Piano Pedagogy (3 credits)**

*Prerequisite: MUSC 240 or consent of instructor*

This course is designed as an introduction to teaching piano and will function as a survey of teaching materials as well as hands-on skills based learning. The course primarily focuses on the needs of the beginning student, child or adult, and will explore issues that teachers encounter in both private piano studios as well as the group piano setting. *Offered every other year.*

**MUSC 351 – Conducting (3 credits)**

*Prerequisite: MUSC 281 or MUSC 282 or consent of instructor*

Designed for the beginning choral or instrumental conductor, this course includes basic conducting patterns, score reading and analysis, baton and rehearsal techniques.

**MUSC 363 - Music of Bach, Handel and Vivaldi (3 credits)**

*Prerequisite: MUSC 281*

This in-depth study of music by Bach, Handel and Vivaldi focuses on representative works from several genres, including cantata, oratorio, concerto, suite and sonata. (CWRM)

**MUSC 364 - Music of the Classical and Romantic Periods (3 credits)**

*Prerequisite: MUSC 282*

An in-depth study of music of the Classical and Romantic eras focusing on the history and styles of the symphony, sonata, song, string quartet, opera and other genres. (CWRM)

**MUSC 367 - Music by Women Composers (3 credits)**

*Prerequisite: MUSC 281 or MUSC 282*

This course surveys Western art music composed by women, with attention to sociological and cultural issues as well as analysis of music from several periods and genres. (CWRM)

**MUSC 369 - Music of the 20th Century (3 credits)**

*Prerequisite: MUSC 282*

This course explores the diverse compositional techniques, genres, and styles of 20<sup>th</sup>-century American and European art music. Representative works by Stravinsky, Schoenberg, Ives, Bartok, Copland, Cage, Berio, Adams and others will be examined from analytical and historical viewpoints. (CWRM)

**MUSC 371 – Counterpoint (3 credits)**

*Prerequisite: MUSC 273*

An analytical and practical exploration of melodic and contrapuntal techniques, relying upon extensive student exercises in composition and singing; emphasis on styles of the 16<sup>th</sup> through the 18<sup>th</sup> centuries.

**MUSC 372 - Form and Analysis of Music I: 1700-1900 (3 credits)**

*Prerequisite: MUSC 273*

A study of the musical forms associated with the Classical and Romantic periods. Emphasis will be placed on the study of small and large forms focusing on the development of the harmonic language of the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**MUSC 373 - Composition I (3 credits)**

*Prerequisite: MUSC 273*

A technical and practical exploration of the materials and methods of musical composition centered around the students' own creative exercises.

**MUSC 375 - Orchestration and Arranging (3 credits)**

*Prerequisite: MUSC 273 and MUSC 282*

Students will learn principles of score mechanics, vocal and instrumental ranges and capabilities, and apply that knowledge in musical assignments for a variety of ensembles.

**MUSC 388 - Instrumental Techniques (3 credits)**

*Prerequisite: MUSC 281 or MUSC 282 or consent of instructor*

Students will learn assembly, maintenance, performance and pedagogy for the four main families of orchestral instruments (woodwinds, brass, percussion and strings).

**MUSC 399 - Special Topics in Music (3 credits)**

A topic of special interest to faculty and/or students will be explored; emphasis may be on history, theory or performance. This course may be taken more than once.

**MUSC 421 - Performance Studies IV (Private Lessons - Brass) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing brass instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 422 - Performance Studies IV (Private Lessons - Percussion) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing percussion instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 423 - Performance Studies IV (Private Lessons - Violin, Viola) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing upper string instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 424 - Performance Studies IV (Private Lessons - Woodwinds) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing woodwind instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 425 - Performance Studies IV (Private Lessons - Guitar) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing the instrument. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 426 - Performance Studies IV (Private Lessons - Cello, Bass) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their proficiency in playing lower string instruments. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 431 - Performance Studies IV (Private Lessons - Voice - Singing) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their ability in singing. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*



**MUSC 440 - Advanced Keyboard Skills (3 credits)**

*Prerequisite: MUSC 240*

This course teaches advanced keyboard musicianship skills that lead to facility in the harmonization of melodies, transposition, score reading, figured bass realization and lead sheet chord symbols interpretation. *May be taken for graduate-level credit.*

**MUSC 441 - Performance Studies IV (Private Lessons - Piano) (1 credit)**

*Prerequisite: Consent of instructor for 200 level and above only*

The sequence provides private instruction for those students who wish to improve their ability at the keyboard. The material is selected according to the ability of the student. The course may be repeated for credit. The lessons are for a one-hour period per week. *Offered either semester. Additional fee required. May be taken for graduate-level credit.*

**MUSC 455 - Creative Activities in Elementary School Music (3 credits)**

*Prerequisite: MUSC 170 or consent of instructor*

This course is designed to develop analytical thinking and practical skills related to teaching vocal and general music in the primary and intermediate grades. Emphasis is on teaching craft, curriculum development and the vocal mechanism for this level. *Offered fall semester, every other year. (Formerly MUSC 355) May be taken for graduate-level credit.*

**MUSC 456 - Methods in Music Education (3 credits)**

*Prerequisite: EDHM 210 and MUSC 273; or consent of instructor*

This course will examine the instructional approaches of Emile Jaques-Dalcroze, Zoltan Kodaly, Carl Orff and Edwin Gordon, and the use of each in school music settings. Emphasis will be placed upon the instructional use of each with respect to singing, moving, instrument playing, listening and creative experiences. *May be taken for graduate-level credit.*

**MUSC 458 - Introduction to Orff Schulwerk (3 credits)**

*Prerequisite: MUSC 271 and MUSC 273; or consent of instructor*

This is a two-week intensive workshop introducing basic principles and practices of the Orff Schulwerk approach to teaching music. Taught by a certified Orff instructor, this course incorporates interactive participation in music and movement and develops and applies basic skills in movement, speech, singing and playing instruments. Especially valuable for elementary and middle school teachers. *May be taken for graduate-level credit.*

**MUSC 472 - Form and Analysis II: The 20th Century (3 credits)**

*Prerequisite: MUSC 372 or consent of instructor*

The materials and techniques of 20<sup>th</sup>-century art music will be examined within a technical and historical context, with special attention to post-tonal styles. Students will listen to and analyze representative works of leading composers, developing their ability to recognize and describe styles of the 20<sup>th</sup> century.

**MUSC 483 - Choral Techniques (3 credits)**

*Prerequisite: MUSC 351 and MUSC 440; or consent of instructor*

This course will fulfill one of the subject matter knowledge areas necessary for provisional/full certification. Subjects will include advanced conducting and rehearsal techniques, a study of style and interpretation, and the development of the choral sound. Planning, organizing and evaluating the choral program and its participants will also be part of the curriculum. *May be taken for graduate-level credit.*

**MUSC 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth Honors students and others by consent of instructor*

The Honors Thesis is the culmination of a student's work in the Honors Program, and consists of two semesters' pursuit of an advanced student-generated project. The student meets regularly with his or her thesis adviser, and the thesis is read for approval by the department Honors Committee or its designees. This course may be repeated up to six credits.

**MUSC 499 - Directed Study in Music (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**MUSC 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.



**MUSC 552 - Seminar in Music Education Problems (3 credits)**

*Prerequisite:* An undergraduate degree in music; at least one music education course, which may be satisfied by: EDHM 413, MUSC 413, MUSC 455, MUSC 456 or equivalent; or consent of instructor

This course will provide a forum for music educators to discuss and analyze issues and problems that arise in the current music education environment. It will provide graduate students in music education with relevant information about current trends, methodologies and techniques used in contemporary music education.

**MUSC 558 - Orff Schulwerk Teacher Training: Level I (3 credits)**

*Prerequisite:* A bachelor's degree in music or equivalent; and consent of the workshop director

This is a two-week intensive workshop introducing basic principles and practices of the Orff Schulwerk approach to teaching music. Taught by a certified Orff instructor, this course incorporates interactive participation in music and movement and develops and applies basic skills in movement, speech, singing and playing instruments. The course follows the guidelines established by American Orff Schulwerk Association (AOSA) for Level I certification. *Offered in summer only.*

**MUSC 559 - Orff Schulwerk Teacher Training; Level II (3 credits)**

*Prerequisite:* MUSC 558

This is a two-week intensive workshop extending basic principles and practices of the Orff Schulwerk approach and providing more advanced training in composition as well as pedagogical practice. Taught by a certified Orff instructor, this course continues application of basic skills in movement, speech, singing and playing instruments and develops further understanding of diatonic composition and practice and use of complex and mixed meter. The course follows the guidelines established by American Orff Schulwerk Association (AOSA) for Level II certification. *Offered in summer only.*

**MUSC 562 - Orff Schulwerk Teacher Training: Level III (3 credits)**

*Prerequisite:* MUSC 559

This is a two-week intensive workshop for those who have satisfactorily completed a Level II course and who have Orff teaching experience. The materials, techniques, and activities are designed for the more advanced Orff Schulwerk student. The course will include study of modes and mixtures, orchestration of original material, and improvisation in modes and asymmetric meters. Development of advanced soprano and alto recorder techniques will be continued, and ensemble performance with all voices of recorders will be included. The course follows guidelines established by American Orff Schulwerk.

**MUSC 564 - Music in the Arts: A Cultural Perspective (3 credits)**

This course will emphasize developments in music from a larger cultural perspective. The role of music will be analyzed in the context of other fine and performing arts such as painting, sculpture, theater and dance. The aim of this comparative approach is to broaden the understanding of music, placing it within a larger cultural, social and artistic framework.

**MUSC 569 - Foundations in Music Education (3 credits)**

*Prerequisite:* Matriculation in the MAT in Music or consent of either instructor or department chairperson

This course examines and analyzes philosophical, historical, sociological and psychological issues affecting the teaching and learning of music in school settings. Emphasis will be placed upon a scholarly investigation of critical issues related to the music education profession. Students will also be expected to determine the purposes and functions of music in American schools in relation to efficient and effective planning of curriculum and instruction. Massachusetts Frameworks and the National Standards will be incorporated into these topics.

**MUSC 575 - Techniques for Arranging Classroom and Concert Music (3 credits)**

This course is intended to provide K-12 music educators with skills and techniques in arranging extant music for the particulars of specific classroom and public school ensembles, both vocal and instrumental.

## Music: Other Approved Courses

**MUSC 374 - Composition II**

## ■ NUTRITION

**NUTR 210 - Introduction to Nutrition (3 credits)**

The focus of this course is on the basic function of nutrients (macronutrients, micronutrients and water). It examines how a person's diet promotes health and how life habits, environment, heredity and diet work together. Students will gain a deeper understanding of what it means to make healthy food choices and the role of nutrients in maintaining health. *Offered every year.*

**NUTR 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**NUTR 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**NUTR 315 - Applied Nutrition for Healthy Living (3 credits)**

*Prerequisite:* NUTR 210 with a minimum grade of "C-"

Fundamental concepts of nutrition are reviewed and applied to practical general wellness and active lifestyle examples. Students will assess body composition, fluid status, dietary patterns and nutrition status. In addition, meal planning principles for long term weight and body composition control will be examined. *Offered every year.*

**NUTR 325 - Complementary Nutrition (3 credits)**

The theories and principles regarding herbs, vitamins, minerals, and other natural and synthetic supplements, with known or postulated nutrient effects, are explored. Fundamental concepts of nutrition, federal regulations, cultural beliefs, evidence based research as well as perceived benefits and risks are investigated. *Offered every year.*

**NUTR 430 - Advanced Nutrition (3 credits)**

*Prerequisite:* NUTR 210

A comprehensive study of principles regarding nutrition including physiological and metabolic processes and interrelationships involving nutrients will be conducted. Factors affecting nutritional health status and nutrient requirements during the life span with an emphasis on food habit development and the principles of menu planning will be explored. *Offered every year.*

**NUTR 498 - Field Experience in Nutrition (3 credits)**

*Prerequisite:* NUTR 430

This field experience offers qualified students the opportunity to gain practical experience in their minor. Placements are made in both public and private agencies and are designed to complement a student's experience related to nutrition. This course may be repeated for a maximum of six credits. *Offered every year.*

**NUTR 499 - Directed Study in Nutrition (1-3 credits)**

*Prerequisite:* Consent of the department; formal application required

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

## ■ PHILOSOPHY

**PHIL 111 - Foundations of Logical Reasoning (3 credits)**

This course introduces the student to the intellectual foundations, conceptual frameworks and methodologies of logic. It examines the distinctions between arguments and nonarguments, premises and conclusions, deductive and inductive arguments, explicit and implicit premises, and key valid and invalid argument forms. It explores the kinds of reasons that are relevant to major foundational projects for acquisition and increase of knowledge, the function of logic in the context of theories about meaning, knowledge, values or reality, and how to apply logical reasoning to controversies in ethics, politics, science or religion. This course may be taken only once for credit. (CLOR)

**PHIL 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

**PHIL 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

**PHIL 151 - Introduction to Philosophy (3 credits)**

This course serves as an introduction to philosophy. Students will be introduced to the field of philosophy through the examination of fundamental questions and issues involving the nature of reality, knowledge, morality and the human person. (CHUM)

**PHIL 152 - Contemporary Moral Problems (3 credits)**

*Prerequisite: PHIL 111, which may be taken concurrently*

This course is an introduction to philosophical thinking about current moral issues, sometimes known as practical or applied ethics. We will examine a variety of moral problems such as abortion, capital punishment, sexual morality, animal rights, drugs, pornography, cloning, welfare and social justice, discrimination, and others. Students will learn how to apply critical reasoning and reflection to issues which often provoke strong disagreement. (CHUM)

**PHIL 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**PHIL 203 - Happiness and the Meaning of Life (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course provides a framework for thinking about happiness and life's meaning by considering such questions as: What is happiness and how can it be attained? Is happiness the main, or only, goal in living a good life? Does life have a meaning? Is living morally a condition of having a good life? How are happiness and life's meaning affected by emotion, desire, reason, pleasure, suffering and death? *Offered alternate years.* (CHUM)

**PHIL 204 - Sex and Personal Relations (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines central topics in the philosophy of sex including questions such as: What is the philosophical significance of sex? Can we justify the distinction between good and bad sex? Moral and immoral sex? Normal and perverted sex? Is the language of sex sexist? What is love and how is it related to reason and emotion? Can friendship be distinguished from love? Does prostitution or pornography degrade persons? *Offered alternate years.* (CHUM)

**PHIL 205 - Medical Ethics (3 credits)**

*Prerequisite: One 100-level course in philosophy*

This course explores issues of life and death including questions such as: Is abortion ever justified? Is euthanasia ever justified? Does the patient ever have the right to refuse life-saving treatment? Does a doctor have the right to withhold information from patients? Do the parents or society have the right to determine what is the best treatment, if any, for a child? Is suicide ever justifiable? On what basis should limited medical resources be allocated? *Offered alternate years.* (CHUM)

**PHIL 211 - Inductive Logic (3 credits)**

*Prerequisite: PHIL 111*

This course explores the ideas and techniques of inductive logic that are of use in understanding, developing and appraising inductive arguments as they occur in philosophy, education and science. Specifically, the course examines sampling and statistics, Mill's methods, the probability calculus, the traditional problem of induction, Goodman's paradox and the new problem of induction. (CHUM)

**PHIL 212 - Philosophies of India (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines some of the central ideas and issues found in past and contemporary Vedanta, Yoga, and Buddhism, especially as they illuminate Asian/Western misunderstanding and relationships. Emphasis will be placed on concepts of moral value, human nature, salvation, harmony and pluralism. *Offered alternate years.* (CGCL; CHUM; CMCL; CWRT)

**PHIL 213 - Philosophies of China and Japan (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines some of the central ideas and issues found in past and contemporary Confucianism, Taoism, Buddhism and Shintoism, especially as they illuminate Asian/Western misunderstandings and relationships. Emphasis will be placed on concepts of moral value, human nature, salvation, harmony and pluralism. *Offered alternate years.* (CGCL; CHUM; CWRT)

**PHIL 215 - Environmental Ethics (3 credits)**

*Prerequisite: Three credits in philosophy*

What is the basis of distinctions between human and animal, culture and nature, domestic and wild, civilized and primitive, the ethical and the natural? This course will examine these issues by pursuing questions such as: Does the value of nature consist entirely in how it can be used by humans? Do animals exert a moral claim on humans? Does wilderness have value in itself? Is there an obligation to use natural resources for human welfare? Are famine, population growth and pollution merely economic issues of resource distribution? *Offered alternate years.* (CHUM)

**PHIL 216 - Values and Technology (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

The development and application of modern technology have influenced human choices, self-understanding, and social organization. This course will examine the value implications of controversies such as reproductive technologies and choice, censorship and privacy on the Internet, DNA research and its applications, advertising in the classroom, and monopoly control of communication technologies. *Offered alternate years.* (CHUM)

**PHIL 222 - Philosophy of Law (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines law and justice, the structure of legal reasoning, the nature and justification of the adversary system, lawyers' roles and ethics and questions such as: Should confidentiality, zealous advocacy, plea bargaining or the insanity defense be abolished? Is punishment morally defensible? What is the basis for legal interference with individual liberty? Do lawyers have an obligation to defend clients they find repulsive? *Offered alternate years. (Formerly PHIL 322)* (CHUM; CWRT)

**PHIL 225 - Philosophy of Art (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines philosophical questions arising in connection with the identification, interpretation and evaluation of art and its creation and questions such as: What is art? Is there a valid way to distinguish art from non-art and good art from bad art? Are there ways to establish the meaning of a work of art, or is all interpretation subjective? Do artists have moral responsibilities as artists? Should the government subsidize art? *Offered alternate years. (Formerly PHIL 325)* (CHUM; CWRT)

**PHIL 228 - Philosophy of Religion (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course critically examines the nature and justification of religious claims, including discussion of: What are the grounds for belief or disbelief in God's existence? Is religious discourse meaningful? Do faith and reason conflict? Is belief in immortality intelligible and/or defensible? Is religious knowledge possible? Are revelation and religious experience reliable sources of truth? Is it rational to believe in miracles? Is atheism a religion? *Offered alternate years. (Formerly PHIL 328)* (CHUM; CWRT)

**PHIL 229 - Explaining the Paranormal (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

An application of ideas about personal experience, problem solving, evidence, observation, testimony, theory-acceptance, and proof to claims about paranormal phenomena including ESP, near-death experiences, UFO abductions, psychic forecasting, miracle cures, and reincarnation. The course considers the extent and limits of our ability to explain such phenomena as well as the arguments of those who are skeptical about the paranormal. *Offered alternate years.* (CHUM)

**PHIL 231 - Amoralism, Egoism and Altruism (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course discusses amoralism, egoism, and altruism as alternative life plans, raising such questions as: What is self-interest? Is being an egoist compatible with bonds of trust, friendship and love? Can we ever be true altruists? Is morality more rational than immorality? Are our ultimate life plans and commitments defensible? Why be moral? *Offered alternate years. (Formerly PHIL 330)* (CHUM; CWRT)

**PHIL 232 - Philosophy and Feminist Thought (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines issues in contemporary feminist thought as they have emerged from Western philosophy, such as: Are there distinctively feminist accounts of human nature, society and persons? Do interpretations of rationality, thought and experience reflect gender experiences? Do positions on moral issues reflect gender differences? Do feminist theories of gender, culture and power have social and political applications? Is feminism antimale? *Offered alternate years. (Formerly PHIL 332) (CHUM; CMCL)*

**PHIL 234 - Free Will, Determinism and Responsibility (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines main topics and problems in the philosophy of action and agency, including: What is free will and do we have it? Are our motives, desires, and intentions determined? When, if at all, are we responsible for what we do? What implications does free will (or its absence) have for autonomy and legal liability, as in the insanity defense? *Offered alternate years. (Formerly PHIL 334) (CHUM; CWRT)*

**PHIL 235 - Human Rights and Human Liberties (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course explores different theories of the grounding, nature, and scope of rights and liberties, such as: What does it mean to call something a "human right"? How should we understand liberty? Are there different conceptions of liberty underlying different political theories? Other topics include such things as the relation between rights and responsibility, the relation between a theory of morality and a system of legal rights, and the possible conflicts between liberty and community. (CHUM)

**PHIL 242 - Philosophy of Human Nature (3 credits)**

*Prerequisite: One 100-level course in philosophy*

This course will be a study of ancient and modern theories of human nature. We will investigate topics such as freedom and determinism, good and evil, race and gender, mind and consciousness, and society and politics. Each of these topics will be considered as a possible aspect of human nature, in pursuit of the notion of a human self. (CHUM)

**PHIL 247 – Existentialism (3 credits)**

*Prerequisite: PHIL 111*

Where do we come from? What are we? Where are we going? This course covers the existential analysis of the quest for meaning in a human's life. We will consider how we understand ourselves, the world and our relationship with the world. These considerations will include notions of self-identity, the role and limits of reason/rationality, the role of emotions and passions, the role of faith and religion, human freedom, views of the world self-estrangement, anxiety and fear, death and the relation of the self to other human beings. We will grapple with these questions as we analyze and interpret the philosophies of famous 'existentialist' thinkers such as Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger and Jean-Paul Sartre. (CHUM)

**PHIL 257 - World Philosophy (3 credits)**

*Prerequisite: One 100-level course in philosophy*

This course is a study of how thinkers within disparate cultural traditions engage with some of the central themes of philosophy. Guiding our course are questions such as: What is the best kind of life to live? How can we be sure about our ethical choices? What is the appropriate response to the fact of death? We will examine five separate loci of philosophical development: Ancient China, Ancient Greece, Classical India, Early Modern Africa and Early Modern Europe. (CGCL; CHUM; CWRT)

**PHIL 260 - Philosophy of Science (3 credits)**

*Prerequisite: PHIL 111*

This course introduces students to foundational issues in the philosophy of science. Topics discussed may include issues such as the science/non-science distinction, the nature of scientific explanation, the interactions between theory and observation, causation and the existence of natural kinds. Also, some application issues may be discussed like whether science is objective, sexist or racist, or how to apply science to policy questions like school science curricula and funding of large-scale scientific initiatives. (CHUM)

**PHIL 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; and one 100-level, three-credit course in philosophy; and consent of instructor*

Sophomore Honors Colloquia in philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

**PHIL 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; and one 100-level, three-credit course in philosophy; and consent of instructor*

Sophomore Honors Colloquia in philosophy allow exceptionally able students to explore a challenging topic in small classes under close



faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**PHIL 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; *Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**PHIL 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**PHIL 301 - Plato and Aristotle (3 credits)**

*Prerequisite:* One 100-level and one 200-level course in philosophy; or consent of instructor

This course examines selected works of Plato and Aristotle on such issues as the nature of philosophy, the method of inquiry, the ground and possibility of knowledge, the reality of form and psyche, deliberation and human good and the ideal society. *Offered alternate years.* (CGCL; CHUM; CWRT)

**PHIL 302 - Medieval Philosophy (3 credits)**

*Prerequisite:* One 100-level and one 200-level course in philosophy; or consent of instructor

This course examines selected works of influential thinkers of the middle ages on such problems as the nature of the divine, universals and particulars, the nature of knowledge and truth, faith and reason, morality and society. The Arabic tradition and its relation to the Christian and Jewish traditions will be discussed. *Offered alternate years.* (CHUM; CWRT)

**PHIL 303 - Major Modern Philosophers (3 credits)**

*Prerequisite:* One 100-level and one 200-level course in philosophy; or consent of instructor

This course examines selected works of the more prominent philosophers of the 17th and 18th centuries, including Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. It explores their metaphysical and epistemological views, as well as the systematic approaches they take to solving some difficult philosophical puzzles. (CGCL; CHUM; CWRT)

**PHIL 304 - 19th Century Philosophy (3 credits)**

*Prerequisite:* One 100-level and one 200-level course in philosophy; or consent of instructor

This course examines some of the predominant thinkers in the 19<sup>th</sup> century, and the philosophical questions addressing the tension between reason as a central aspect of human beings and nature on the one hand, and the collapse of reason and the human being's possible descent into nihilism on the other. This tension will be examined in such topics as metaphysics, epistemology and ethics. The course will begin with Kant to help students move from 18<sup>th</sup> to 19<sup>th</sup> century philosophy, and then turn to German Idealism, Hegel, Mill, Schopenhauer, Kierkegaard and Nietzsche, and see not only how each philosopher responds to Kant and relates to one another, but also how they all help to influence various philosophies of the 20<sup>th</sup> century. (CHUM; CWRT)

**PHIL 310 - Symbolic Logic (3 credits)**

*Prerequisite:* One 100-level, three-credit course in philosophy

This course explores the ideas and techniques of symbolic logic that are of use in understanding, developing and appraising natural deductive arguments. (CQUR)

**PHIL 320 - Topics in Philosophy (3 credits)**

*Prerequisite:* One 100-level, three-credit course in philosophy

This course offers various topics of special interest to philosophers, including topics in the history, problems, and methods of philosophy. May be taken for credit more than once with change of topic. *Offered from time to time.* (CHUM; CWRT)



**PHIL 402 - Knowledge and Truth (3 credits)**

*Prerequisite: Two courses in philosophy at or above the 200 level; or consent of instructor*

This course examines both historical and recent discussions of problems and arguments concerning knowledge, belief, skepticism, justification, objectivity, relativism and truth. Questions include: Can we have knowledge? Does knowledge entail certainty? Are there sources of knowledge that transcend the senses? Are we justified in believing that there is an external world? Is there one objective reality or many alternative realities? What is truth? Is truth relative? *Offered alternate years. Note: May be taken for graduate-level credit with the consent of the department chairperson. (CHUM; CWRT)*

**PHIL 403 - Ethics and Action (3 credits)**

*Prerequisite: Two courses in philosophy at or above the 200 level; or consent of instructor*

This course examines both historical and recent discussions of problems and arguments concerning moral reasons, knowledge, character, motivation, justification, judgments, and action. Questions include: Can we have moral knowledge? If so, in what does it consist? Are moral disagreements capable of rational resolution? What does it mean to be moral? Are there morally preferable ideals, qualities of character, and ways of life? Are there moral facts or truths independent of human desires, preferences, and agreements? *Note: May be taken for graduate-level credit with the consent of the department chairperson. (CHUM; CWRT)*

**PHIL 404 - Mind and Language (3 credits)**

*Prerequisite: Two courses in philosophy at or above the 200 level; or consent of instructor*

This course examines both historical and recent discussions of problems and arguments concerning mind, consciousness, emotion, personal identity, meaning, privacy, causality and behavior. Questions include: What is the mind? What is the relationship between mind and body? Can reasons, emotions, and motives cause behavior? What is consciousness? Can we have knowledge of the mental states of others? Can there be an exclusively private language for our own feelings? Will there ever be a machine that can think and feel? Do animals have minds and language? Is language innate? *Note: May be taken for graduate-level credit with the consent of the department chairperson. (CHUM; CWRT)*

**PHIL 405 – Metaphysics (3 credits)**

*Prerequisite: Two courses in philosophy at or above the 200 level; or consent of instructor*

This course focuses on the study of fundamental metaphysical issues. Topics may include issues such as the nature of existence, the mind-body problem, issues in space and time, the finite vs. the infinite, personal identity and causation plus its implications for freedom. The course explores classical as well as contemporary readings. (CHUM; CWRT)

**PHIL 450 - Senior Seminar in Philosophy (3 credits)**

*Prerequisite: Senior standing in any major and four courses in philosophy; or consent of instructor*

This course will integrate the students' previous studies in philosophy with their present work, culminating in a three-part reflective essay on their philosophical progress in the areas of history of philosophy, philosophical problems, and applications of philosophy to other disciplines. Students and philosophy faculty will engage in discussions based on selected readings and research presentations by the faculty in various areas of philosophy. *Offered spring semester. (CWRM)*

**PHIL 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; one 100-level, three-credit course in philosophy*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**PHIL 499 - Directed Study in Philosophy (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

## **Philosophy: Other Approved Courses**

**PHIL 305 - American Philosophy**

**PHIL 338 - Honors Tutorial**

**PHIL 339 - Honors Tutorial**

**PHIL 502 - Research**

## ■ PHYSICAL EDUCATION

### **PHED 100 - Applied Musculoskeletal Anatomy (3 credits)**

Includes a fundamental study of the human body and its parts, with special emphasis on bones, muscles, joints and tissues involved in basic movement patterns.

### **PHED 117 - Historical and Philosophical Foundations of Sport, Physical Education and Exercise (3 credits)**

A historical and philosophical study of sport, physical education and exercise including an overview of physical activity from Ancient Greece and Rome to the Modern Olympiad with an emphasis on 19<sup>th</sup> and 20<sup>th</sup> century sport history, sport philosophy, physical education and exercise systems.

### **PHED 131 - Volleyball I–Beginner (1 credit)**

Concepts and fundamental skills of volleyball, team play, rules and game strategy.

### **PHED 132 - Field Hockey I (1 credit)**

Development of basic skills, concepts and strategies for playing the game with understanding and application of rules.

### **PHED 133 - Basketball I –Beginner (1 credit)**

Fundamental skills of basketball, elementary offense and defense strategies.

### **PHED 134 - Self Defense (1 credit)**

This course will focus on the methods of self-defense in real world scenarios and appropriate conditioning for self-defense.

### **PHED 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in physical education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

### **PHED 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in physical education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

### **PHED 140 – Lacrosse (1 credit)**

Fundamental skills, strategies, rules and knowledge for playing lacrosse.

### **PHED 141 – Soccer (1 credit)**

Fundamental skills of soccer including kicking techniques, trapping, heading, offensive and defensive strategy and rules of the game.

### **PHED 145 - Flag Football (1 credit)**

Concepts and fundamental skills of the game including rules and strategy of play.

### **PHED 150 - Beginner Swimming (1 credit)**

This course is for the non-swimmer or beginner swimmer (shallow water only). Emphasis is on water adjustment, primary skills, stroke readiness and stroke development comparable to American Red Cross swimming course levels I, II, III.

### **PHED 152 - Theory and Practice of Lifeguard Training (2 credits)**

Lifeguard duties, responsibilities, requirements, and philosophy are emphasized. Successful completion of course requirements will earn Red Cross certification in Lifeguard Training and First Aid, and in CPR for the Professional Rescuer. Additional modules in Disease Transmission Prevention and Oxygen Administration for the Professional Rescuer will be offered. One hour of lecture and two hours of laboratory periods will be conducted weekly during the entire semester.

**PHED 163 – Aerobics (1 credit)**

A series of easy to learn dances that combine the health and figure benefits of jogging with the fun and vigor of dancing. It is recommended that participants should be in good physical condition and anyone over 35 years have a physical examination prior to enrolling in the class.

**PHED 169 - Introduction to Adventure Activities (1 credit)**

This course is designed to introduce the student to the experiences, philosophy and leadership skills involved in selected cooperative and adventure activities. Students will participate in a variety of cooperative games, problem-solving initiatives, trust activities, and low and high challenge course activities. The *Full Value Contract* and *Choice of Challenge* philosophies will guide actions and activity selection.

**PHED 170 - Bowling I – Beginner (1 credit)**

Concepts and fundamentals of bowling: approach, delivery, follow through and strategy of play.

**PHED 173 - Archery I – Beginner (1 credit)**

Concepts and fundamental skills of archery including methods of aiming, scoring and introduction to novelty events.

**PHED 174 - Tennis I – Beginner (1 credit)**

Concepts and fundamental skills of tennis including forehand, backhand, serve, rules and strategy of singles and doubles play.

**PHED 175 - Golf I – Beginner (1 credit)**

Concepts and fundamental skills of the game including rules and scoring. A minimal fee of approximately \$4 for use of facilities will be charged.

**PHED 176 - Badminton I – Beginner (1 credit)**

Fundamental skills, rules and game concepts in order to prepare students for satisfying play experiences.

**PHED 178 - Disc Sports (1 credit)**

This class will teach the fundamental skills, strategies and characteristics of Ultimate Disc and Disc Golf. It will prepare students to effectively develop, organize and teach the basics of these sports in various settings and levels of play.

**PHED 179 – Pilates (1 credit)**

Students will study the Pilates method of “Contrology”, or body conditioning, focusing on strengthening and lengthening exercises. The non-impact exercises can improve posture and enhance flexibility, balance and muscle tone, unite mind and body, and create a more streamlined physique.

**PHED 180 - Coaching Basics (1 credit)**

This course provides a “Level 1” coach by the American Coaching Effectiveness Program.

**PHED 186 - Track and Field (1 credit)**

Skills of track and field including running, jumping, throwing events and their progressions.

**PHED 188 - Jogging and Road Running (1 credit)**

An introduction to jogging and road running. Emphasis on knowledge and application of training technique and running mechanics, as they apply to the spectrum of running, from jogging to road racing and marathoning.

**PHED 190 – Conditioning (1 credit)**

Concepts, exercises and activities related to the development of physical fitness, including isometrics, weights and running.

**PHED 193 - Weight Training (1 credit)**

Emphasis will be on concepts and development of physical fitness through individualized weight training programs.

**PHED 194 – Wrestling (1 credit)**

Fundamentals of college wrestling with emphasis on mat skills, rules, scoring and strategy. *Offered fall semester only.*

**PHED 196 - Fencing I – Beginner (1 credit)**

Concepts and fundamental skills of fencing including defense, feints, lunges, parries, ripostes and disengages are covered in this course.

**PHED 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS

courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**PHED 200 - Fitness for Life (3 credits)**

This course is concerned with aiding the student to achieve a lifetime of physical vigor, good health and sense of well-being. Its emphasis is on the biological basis, planning and implementing of an ongoing program of self-care through physical activity and proper nutrition.

**PHED 201 - Fitness Testing in Exercise Science (1 credit)**

The course is an introductory laboratory experience in the conduct of exercise and anthropometric tests utilized during the conduct of preventative and rehabilitative exercise programs. The student will conduct and practice administering testing programs.

**PHED 202 – Orienteering (1 credit)**

Development of skills in the use of maps and compass as related to the sport of orienteering is covered in this course.

**PHED 203 - Basic Rock Climbing (1 credit)**

Development of fundamental skills and techniques used in rock climbing with special attention to belaying and safety considerations.

**PHED 204 - Theory and Practice of Progressive Resistance Training (2 credits)**

*Prerequisite: Open to physical education and athletic training majors or consent of instructor*

This course consists of a study of the procedures used to train people to enhance their musculoskeletal fitness through progressive resistance exercise. Specific emphasis will be placed on bodybuilding, power lifting, Olympic-style lifting, dynamic flexibility, plyometrics and agility training. One hour of lecture and two hours of laboratory periods will be conducted weekly over the entire semester.

**PHED 205 - Introduction to Teaching Physical Education in the Public Schools (2 credits)**

This course is designed to give students information about teaching physical education as a profession. Through discussion and direct observation of the teaching-learning environment, students will be able to study and observe the characteristics of learners of different age and grade levels as well as the philosophy, goals and objectives of programs for various certification levels. *Offered fall semester.*

**PHED 206 - Theory and Practice of New Age Fitness (2 credits)**

This course consists of the study and practice of contemporary fitness techniques as they pertain to overall health and wellness. Mind/body connections are presented and developed. The disciplines of Pilates, Gyrokinesis and Yoga will be explored through practice and examination. Specific correlations will be drawn between each discipline and strength and flexibility training, cardiovascular endurance and muscular balance. One hour of lecture and two hours of laboratory (movement) will be conducted weekly over the entire semester.

**PHED 207 - Theory and Practice of Equestrianism (2 credits)**

This course provides the basics of equestrian skills and gives students the proper foundation for safe enjoyment of the equestrian sport. The course is a hands-on approach geared toward students wishing to become proficient in equestrianism, with emphasis on the equine psychology and behavior, health and stable management and riding theory.

**PHED 208 - Theory and Practice of Group Instruction (2 credits)**

*Prerequisite: Restricted to Athletic Training and Physical Education majors*

This course consists of a systematic study of the procedures used to teach aerobics and group exercise. Upon completion of this course students will have the option to sit for a group exercise/aerobics certification. One-hour lecture and two hours of laboratory periods will be conducted weekly over the entire semester.

**PHED 209 - Theory and Practice of Metabolic Training (2 credits)**

This course will provide the theory behind aerobic and anaerobic training and will provide students with sufficient activity to produce a training effect in the various metabolic systems. One hour of lecture and two hours of laboratory will be conducted weekly over the entire semester.

**PHED 210 - Developmental Kinesiology (3 credits)**

*Prerequisite: PHED 100*

This course uses a developmental approach to introduce the student to fundamental motor patterns. The anthropometrics and basic biomechanics that affect each motor pattern, are highlighted. Emphasis is placed on typical development as presented throughout the life span.

**PHED 212 - Strategies and Analysis of Motor Skills (3 credits)**

*Prerequisite: PHED 205 which may be taken concurrently*

This course is an introduction to the learning and development of motor skills and movement principles. Fundamental assessment and evaluation concepts and procedures will be studied and applied. *Offered spring semester.*

**PHED 217 - Principles of Motor Learning and Performance (3 credits)**

This course introduces the student to the concepts and principles related to practice, performance and the learning of movement skills.

**PHED 221 - Equestrianship I (1 credit)**

The course provides the basics of equestrian skills and the proper foundation for safe enjoyment of equestrian sport. The course will provide basic equestrianship and riding skills, including equine psychology and behavior, anatomy and physiology, equine health and disease, stable management and riding theory. Students will participate in limited mounted riding lessons and will learn proper riding techniques. Particular emphasis will be given to safety as students learn and practice basic horse handling skills on the ground and when mounted.

**PHED 222 - Equestrianship II (1 credit)**

*Prerequisite: PHED 221 or consent of instructor*

The course is a continuation of PHED 221. The class provides the basics of equestrian skills and the proper foundation for safe enjoyment of equestrian sport. The course will provide basic equestrianship and riding skills, including equine psychology and behavior, anatomy and physiology, equine health and disease, stable management and riding theory. Students will participate in limited mounted riding lessons and will learn proper riding techniques. Particular emphasis will be given to safety as students learn and practice basic horse handling skills on the ground and when mounted.

**PHED 225 - Observation and Analysis of Movement for Children (4 credits)**

*Prerequisite: PHED 205 which may be taken concurrently*

An introduction to the movement approach to games, dance, and gymnastics with emphasis on program content and progression using the thematic approach. *Offered spring semester.*

**PHED 229 - Practicum in Sport Management (2 credits)**

*Prerequisite: PHED 239 or consent of instructor*

This practicum gives students experience in the practical aspects of planning, conducting and evaluating sports programs. The students will work in approved recreation and intramural programs at Bridgewater State University. The practicum is supplemented by seminars related to the students' professional development.

**PHED 231 - Volleyball II – Intermediate (1 credit)**

*Prerequisite: PHED 131 or comparable experience*

A follow-up of Volleyball I with emphasis on increased proficiency of performance and game strategy.

**PHED 233 - Basketball II – Intermediate (1 credit)**

*Prerequisite: PHED 133 or comparable experience*

This course is a follow-up to Basketball I with emphasis on advanced strategy and game play.

**PHED 234 – Yoga (1 credit)**

This class will introduce students to the ancient discipline of Hatha Yoga. Even though Hatha Yoga has been practiced for thousands of years, we in the West are just becoming aware of its many health benefits. In this class we will discuss the history of Yoga, the Eight Limbs of Classical Yoga, the different Paths of Yoga, the Energetic Systems of Yoga, the Asana and Pranayama of Yoga and Meditation. An emphasis will be placed on the physical practice of Yoga allowing the students to experience its many benefits.

**PHED 239 - Introduction to Sport Management (3 credits)**

*Prerequisite: First Year Seminar 199 or consent of instructor*

This course will serve as an introduction to the profession of sports management. Students will explore current issues in sport management, the history of the profession and avenues for professional preparation. Students will gain an understanding of the historical evolution of professional sport management practice. Students will become familiar with current issues in the business of sport.

**PHED 244 – Softball (1 credit)**

Concepts and fundamental skills of the games including rules and strategy of play are covered. *Offered spring semester.*

**PHED 250 - Intermediate Swimming (1 credit)**

This course is for the deep-water swimmer and provides continued development on more advanced swimming skills, strokes, diving and survival techniques.

**PHED 252 - Water Safety Instructor (3 credits)**

*Prerequisite: Red Cross Level VI of the Learn to Swim program or comparable skill level of proficiency as determined by a pre-course swimming and written screening test*

Instruction in pedagogy and methodology for teaching Red Cross progressive swimming classes and Community Water Safety. Successful completion of course requirements will earn Red Cross Certification in Instructor Candidate Training and Water Safety Instructor.

**PHED 254 - Water Polo (1 credit)**

Includes basic movements, skills and maneuvers of the sport of water polo with emphasis on offensive and defensive fundamentals and strategies, practical drills, rules and regulations.

**PHED 257 - Movement and Relaxation – Theory, Practice and Performance (1 credit)**

This course will introduce students to the theory, practice and performance of yoga, relaxation procedures and basic movements related to daily activities.

**PHED 269 - Theory and Practice of Adventure Programs (2 credits)**

This course provides participants with a model for planning and developing integrated adventure education programs that emphasize the development of physical, intellectual and social skills in a safe, supportive and challenging environment. Particular emphasis is placed on the current models of experiential education. The standards of the Association for Challenge Course Technology (ACCT) will be utilized and practiced. Students will study, reflect on and use the experiential learning model and basic facilitation strategies. The use of low and high challenge course elements will provide a laboratory for practice, exploration and discovery. A two-hour lecture and one-hour laboratory will be conducted weekly over the entire semester.

**PHED 274 - Tennis II – Intermediate (1 credit)**

*Prerequisite: PHED 174 or comparable experience*

A follow-up of Tennis I with emphasis on volley, lob, smash and game strategy.

**PHED 276 - Badminton II – Intermediate (1 credit)**

*Prerequisite: PHED 176 or comparable experience*

A follow-up of Badminton I with emphasis on advanced skills, singles and doubles play, and game strategy.

**PHED 278 - Bicycle Touring (1 credit)**

An understanding and appreciation for the sport of cycling through the application of body mechanics, cycling techniques, knowledge of multigear bikes and the many aspects of touring. Students must have a bike.

**PHED 280 - Initiative Games (1 credit)**

This course is designed to introduce a variety of non-competitive, team building activities and games suitable for multiple age groups. The students will experience the psychomotor, cognitive and affective components embodied in these "initiative" games.

**PHED 282 - Theory and Practice of Games (2 credits)**

*Prerequisite: PHED 205*

This course is an introduction to games with emphasis on analysis across the games classification (net/wall, invasion, target, striking/fielding games). Game playing experiences will focus on content development for all learners.

**PHED 283 - Theory and Practice of Gymnastics (2 credits)**

This course will introduce students to the theory and practice of gymnastics, with an emphasis on developmentally appropriate practices. Gymnastics experiences will focus on content development for all learners.

**PHED 284 - Foundations of Sport and Exercise Nutrition (3 credits)**

This course serves as an introduction to the field of sport nutrition, which includes the study of carbohydrates, fats, proteins and other essential nutrients. Students gain knowledge of digestion, absorption and metabolism. Nutritional guidelines and dietary analysis of the physically active individual will be emphasized. *Offered alternate semesters.*

**PHED 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia in physical education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*



**PHED 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia in physical education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**PHED 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**PHED 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**PHED 315 - Teaching Team and Individual Sports (4 credits)**

*Prerequisite: PHED 205 and PHED 212; and PHED 282 which may be taken concurrently; and admission to the Professional Education Program*

Methodologies, teaching strategies, materials and media for introducing, developing and evaluating skills and knowledge of selected team and individual sports. *Offered fall semester.*

**PHED 318 - Socio-Cultural Foundations of Sport and Physical Activity (3 credits)**

*Prerequisite: ENGL 101 and ENGL 102*

This course provides an introduction to the study of sport and physical activity as social institutions and elements of culture. Major topics include the roles of sport and physical activity in society, the relationship of sport, physical activity and other social institutions and variations in sport across cultures. (CWRM)

**PHED 324 - Physical and Motor Development of Individuals with Disabilities (3 credits)**

This course addresses medical, psychological and educational issues of individuals with disabilities. The course also reviews concepts related to sensory development, physical fitness, perceptual-motor development, fundamental motor and sport skill development as well as strategies related to cooperative and competitive social interaction. Topics presented will include the study of individuals with visual impairments, blindness, hard-of-hearing conditions, deafness, intellectual disabilities, cerebral palsy, spina bifida and postural disorders. Moreover, the diagnostic-prescriptive process will be stressed along with screening and assessment instruments and techniques. The course includes clinical observation and laboratory experiences.

**PHED 325 - Methods and Techniques in Coaching Individual Sports (1 credit)**

A brief theoretical study of individual sports, offensive and defensive fundamentals and strategies and responsibilities regarding administration of practice and performance.

**PHED 326 - Teaching Physical Education to Children (3 credits)**

*Prerequisite: PHED 205 and PHED 225 and admission to the Professional Education Program*

A study of the movement approach to teaching physical education to children with emphasis on developing content and methodology. Students will engage in pre-practicum experience with children in an on-campus setting focusing on developing, analyzing and improving teaching behavior and developing teaching materials. *Offered fall semester.*

**PHED 329 - Teaching and Curriculum Development in the Middle and Junior High School (3 credits)**

*Prerequisite: PHED 205; and PHED 212 or PHED 225; and admission to the Professional Education Program*

This course will focus on teaching and curriculum development for physical education in the middle and junior high school. Emphasis will be placed on important trends in our society and an understanding of what physical education can and should mean to the education of transadolescents. Teaching concepts as well as equity issues, comprehensive curriculum planning and evaluation will be studied. *Offered fall semester.*

**PHED 335 - Planning, Implementation, and Evaluation in Teaching Physical Education (6 credits)**

*Prerequisite: PHED 205; and PHED 210 which may be taken concurrently; and PHED 212 or PHED 225 or PHED 281 or PHED 282 or PHED 283; and PHED 315 or PHED 326; and PHED 329; and admission to the Professional Education Program*

Designed to develop teaching competencies related to the planning, implementation and evaluation aspects of instructional programs in physical education. Course will include current research on effective teaching, peer teaching and videotape analysis of teacher and student behavior. *Offered spring semester. (Formerly PHED 313)*

**PHED 356 - Canoeing I (1 credit)**

Instruction in fundamental skills of canoeing and small craft safety techniques.

**PHED 360 - Initiative Games II (1 credit)**

*Prerequisite: PHED 280, which may be taken concurrently; or consent of instructor*

This course is designed to expand on the philosophy of PHED 280 Initiative Games and experiential learning. Students will participate in a variety of cooperative, advanced team building activities and develop leadership skills for such activities. The focus of the class will be on the learning and application process associated with intentional and constructive game play.

**PHED 365 - Women in Sports (3 credits) Cross Listed with WMST 365**

*Prerequisite: Three core curriculum requirement credits in behavioral science*

This course investigates the sport-women relationship from a physiological, historical and sociocultural perspective. In doing so, it examines images, attitudes and structures that affect the involvement of women in sport and exercise and restrict/enhance their personal and professional potential.

**PHED 366 - Planning, Implementing and Evaluating Sport Management (3 credits)**

*Prerequisite: PHED 239 or consent of instructor*

This course provides students with skills needed to plan, implement and evaluate programs in sport and recreation settings as varied as elementary schools, community centers or university campuses. Emphasis will be placed on program development and the professional development and the professional and administrative duties of an entry-level sport management professional in positions such as intramural director, facility manager and recreation agency coordinator.

**PHED 380 - The Psychology of Sport and Physical Performance (3 credits)**

This course is an overview of how psychological factors affect sport and physical performance.

**PHED 384 - Applied Nutrition for Sport and Exercise (3 credits)**

*Prerequisite: PHED 284 or consent of instructor*

The concepts covered in PHED 284 are explored in greater depth by means of a variety of activities including food experiments, anthropometric measurement, body composition analysis using case studies of the physically active. Laboratory experiences will be included.

**PHED 385 – Biomechanics (4 credits)**

*Prerequisite: PHED 100 and a Foundations of Mathematical Reasoning core curriculum requirement*

This course introduces the student to the concepts and principles of biomechanics as they relate to sport and recreational skills. Three hours of lecture and one two-hour laboratory weekly.

**PHED 397 - Children's Physical Developmental Practicum (2 credits)**

*Prerequisite: Consent of instructor*

The course affords students serving as clinicians in the Children's Developmental Clinic the challenging opportunity to assess a child's development level and design an individual activity program to ameliorate psychomotor and social deficiencies. More specifically, students will learn strategies for teaching children with disabilities, techniques for developing terminal goals and behavioral objectives, and methods for writing anecdotal records as well as writing and orally presenting a clinical report that summarizes a child's progress over the course of a semester. This course is open to all majors and may be repeated with consent of the instructor. Graded on a (P) Pass/(N) No Pass basis.

**PHED 400 - Physiology and Techniques of Strength Fitness (3 credits)**

*Prerequisite: PHED 204, taken previously or concurrently*

To provide students with a knowledge of the effects of heavy-resistance exercise training protocols on musculoskeletal integrity, metabolic capacity and various specific tissue characteristics in the human body. Thus, the course necessarily considers microanatomical and

physiological variations associated with general strength conditioning programs, body building, Olympic lifting, power lifting, circuit training, variable resistance, isotonic, isokinetic and isometric resistance training. *May be taken for graduate-level credit.*

**PHED 401 - Physiology of Exercise (4 credits)**

This course includes the study of systems, their interrelationships and adjustments during exercise and as a result of training. Emphasis is on current research findings and what remains to be discovered in a human as a moving being. Three hours of lecture and one two-hour laboratory period weekly. *May be taken for graduate-level credit.*

**PHED 402 - Exercise Metabolism (3 credits)**

*Prerequisite: PHED 401 or equivalent*

An in-depth study of human physiological principles as applied to exercise, sport activity and research. Special emphasis is on neurological control, exercise in relation to cardiovascular disease, and factors affecting performance. *May be taken for graduate-level credit.*

**PHED 403 - Cardiovascular Analysis, Evaluation, and Rehabilitation (3 credits)**

*Prerequisite: PHED 401 or equivalent*

This course includes an examination of cardiovascular dynamics as studied through anatomy, electrophysiology, rehabilitation, and the pathology of the cardiovascular system. Specific emphases will be placed on the analysis of the cardiovascular system through the ECG, cardiac rehabilitation, and basic cardiac pharmacology. *Offered fall semester. May be taken for graduate-level credit.*

**PHED 404 - Exercise Prescription (3 credits)**

This course focuses on the development of individual prescriptive exercise programming with respect to individual contraindications. Environmental conditions along with intensity, duration and frequency of physical activity will be studied in order to develop programs. *Offered summer sessions. May be taken for graduate-level credit.*

**PHED 405 - Exercise Circulation: Mechanisms and Morphology (3 credits)**

*Prerequisite: PHED 401*

This course provides students with a knowledge and understanding of the acute and chronic effects of exercise on the peripheral and central circulatory systems. It deals with exercise-related cardiovascular dynamics, effects of frequently used medications and growth responses induced by regular exercise as well as abnormal physiological responses to exercise. *May be taken for graduate-level credit.*

**PHED 406 - Personal Fitness Training (3 credits)**

*Prerequisite: PHED 401; Athletic Training and Physical Education majors only*

This course will teach the exercise science student to train sedentary adults, as well as adults within special health populations. The aspects of developing safe, profitable, and legal personal training practices will be explored. Students will have the opportunity to train a client and will have the opportunity to sit for a National Advanced Personal Training Certification. *May be taken for graduate-level credit.*

**PHED 409 - Planning, Implementing and Evaluating Fitness Programs (3 credits)**

This course provides students with skills needed to develop, implement and evaluate programs in fitness and rehabilitative exercise centers. Emphasis will be placed on program development, on providing instruction to individuals and groups and on administrative tasks expected of the entry-level fitness professional. *May be taken for graduate-level credit.*

**PHED 414 – Coaching (3 credits)**

The application of teaching and learning principles as related to the player, team, coach and the athletic program. Areas to be included will be psychology and philosophy of coaching, organization and administration of the program, coaching techniques, conditioning and evaluative procedures. *Offered once a year.*

**PHED 416 - Planning and Implementing Coaching Leadership Strategies (3 credits)**

*Prerequisite: PHED 217 and PHED 414*

Designed to enhance leadership and instructional competencies in the coaching profession, this course will stress the principles and practices of effective coaching including peer feedback, analysis of coach (role-playing) and athlete (peer) behavior, and utilization of motivational techniques to enhance skill development. *Offered once a year.*

**PHED 420 - Advanced Philosophy and Principles of Sports Management (3 credits)**

*Prerequisite: PHED 239 and PHED 366; or consent of instructor*

This course will address the philosophy and principles of the profession of sport management. Professional ethics, legal issues and the philosophies of management models will be considered. Students will gain an understanding of the importance of philosophic inquiry to the study of physical activity. Students will be challenged to develop their own philosophy of professional practice.

**PHED 451 - Prosthetics and Orthotics (3 credits)**

This course presents principles and techniques of using prosthetics, orthotics and wheelchairs for mobility, motor skill development, leisure

activity and sport. Emphasis will include equipment adaptations and program planning for individuals with neuromuscular disease, spinal cord injuries and amputations. The course includes clinical observation and laboratory experiences. *Offered spring semester. May be taken for graduate-level credit.*

**PHED 474 - Sports Nutrition and Performance Enhancing Supplements (3 credits)**

This course will explore the issues associated with nutritional and performance-enhancing supplements.

**PHED 481 - Organization and Administration of Athletics (3 credits)**

Course content will include the history of sport management; athletics policies and regulations on the local, state and national levels; administrative plans; contest management; marketing strategies; legal principles; sport ethics; media relations; sport broadcasting; finance and budget; athletic facilities; scheduling; public relations; intramural and recreational sports; trends in scholastic, collegiate, international and professional sport; and growth in the health and fitness industry.

**PHED 484 - Physical Education for Children and Youth with Disabilities (3 credits)**

The planning and development of physical education programs considered appropriate to the needs, interests and abilities of exceptional children and youth. Emphasis will be placed on the contribution that physical education can make to the education and well-being of the physically, mentally and emotionally handicapped. *May be taken for graduate-level credit.*

**PHED 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**PHED 491 - Field-Based Pre-Practicum (5-12) – Physical Education (2 credits)**

*Prerequisite: PHED 315 and PHED 326; and PHED 335 which may be taken concurrently*

This course is designed to provide the student with field-based teaching experiences in selected settings. *Offered either semester for one quarter or Summer I.*

**PHED 492 - Practicum in Student Teaching (5-12) – Physical Education (12 credits)**

*Prerequisite: PHED 491 and PHED 100 and PHED 117 and PHED 217 and PHED 318 and PHED 385 and HEAL 102; and BIOL 100 or BIOL 102; and PSYC 227; and acceptance into student teaching*

The practicum is full-time teaching for one semester with supervision provided by members of the department faculty.

**PHED 494 - Study of Motor Programs for Individuals with Chronic and Acute Health Impairments (3 credits)**

*Prerequisite: PHED 324*

Included in this course is a study of chronic and acute health problems that interfere with work productivity, leisure activity and life satisfaction. The course will survey a number of conditions including overweight and obesity, diabetes, arthritis, dwarfism, muscular dystrophies, multiple sclerosis, hemophilia, asthma and cancer. Adapted physical activity strategies will include development of appropriate goals and objectives and program planning to improve self-confidence and to enhance a leisure lifestyle. *Offered fall semester. May be taken for graduate-level credit.*

**PHED 495 - Field-Based Pre-Practicum (PreK-8) – Physical Education (2 credits)**

*Prerequisite: PHED 315 and PHED 326; and PHED 335 which may be taken concurrently*

This pre-practicum is designed to provide the student with field-based teaching experiences in selected settings. *Offered either semester for one quarter.*

**PHED 496 - Practicum in Student Teaching (PreK-8) – Physical Education (12 credits)**

*Prerequisite: PHED 495 and PHED 100 and PHED 117 and PHED 217 and PHED 318 and PHED 385 and HEAL 102; and BIOL 101 or BIOL 102; and PSYC 227; and acceptance into the Professional Education Program*

The practicum is full-time teaching for one semester with supervision provided by members of the department faculty.

**PHED 497 - Practicum in the Children's Physical Developmental Clinic (3 credits)**

*Prerequisite: A minimum of one year's experience in the Children's Physical Developmental Clinic and consent of instructor*

The Children's Physical Developmental Clinic (CPDC) is an interdisciplinary community service program designed to enhance the physical, motor and social development of children with disabilities, 18 months through 18 years. This course provides veteran student clinicians a practical experience in assessing program development, administration and evaluation of the CPDC as well as the training and supervision of less-experienced clinicians. The course is open to all majors and may be repeated once for credit with the consent of the instructor. *May be taken for graduate-level credit.*

**PHED 498 - Field Experience in Physical Education (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*

A field experience offers qualified students the opportunity to gain practical experience in their major. Placements are made in both public and private agencies and are designed to complement a student's concentration in his/her major. This course may be repeated for a maximum of 15 credits.

**PHED 499 - Directed Study in Physical Education (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**PHED 501 - Physical Education Project (3 credits)**

*Prerequisite: Matriculation in the MS in Physical Education and consent of department; formal application required*

Students will plan and implement a physical education research or practice-based project. The project will culminate with an oral defense to the project committee. Topics must be relevant to the student's program of study, have the potential to make a positive contribution to the physical education discipline or facilitate the development or improvement of a program.

**PHED 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**PHED 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**PHED 504 - Nutrition for Sports, Exercise and Weight Control (3 credits)**

This course will provide a thorough review of nutritional principles and practices essential for exercise and optimal performance in sports. Also stressed are principles and strategies for maintaining, gaining or losing weight.

**PHED 506 - Philosophy and Principles of Physical Education (3 credits)**

*Prerequisite: Six credits in physical education*

Philosophical inquiry into the discipline of physical education including a study of trends and forces in education as they affect the field.

**PHED 507 - Children and Their Movement Behaviors (3 credits)**

*Prerequisite: 12 credits in physical education or consent of instructor*

Current concepts and trends related to movement experiences of children with emphasis on developmental movement, and learning.

**PHED 508 - Motor Learning (3 credits)**

*Prerequisite: three credits in psychology*

Integration of biological and psychological concepts in the acquisition of motor skills including environmental conditions, developmental factors and learning theories.

**PHED 511 - Research Methods in Physical Education (3 credits) Cross Listed with ATTR 511**

This course will develop competencies needed to both produce and consume research in physical education and allied areas. In the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. *Offered fall semester.*

**PHED 513 - Educational Games for Elementary and Middle School Level (3 credits)**

A comprehensive study of the movement approach to educational games with emphasis on analysis of games. Progression utilizing thematic approach and curriculum development will also be presented.

**PHED 514 - Improving Teaching Effectiveness in Physical Education (3 credits)**

*Prerequisite: PHED 335 or equivalent*

The course will focus on research pertaining to teacher and school effectiveness and implications for teaching physical education. Formats through which teachers can gather data for use in self-analysis and improvement of instruction will be examined. Equity issues and the need of a multicultural society will also be discussed.



**PHED 515 - Advances in Exercise Circulation (3 credits)**

*Prerequisite: PHED 401*

This course provides students with a knowledge and understanding of current theories explaining the responses of the circulation to acute and chronic exercise. It considers translocations of fluids and fluid constituents within the vascular systems and among various body compartments. It also considers potential growth responses and abnormal responses. *Offered alternate years.*

**PHED 516 - Exercise Electrocardiography (3 credits)**

This course focuses on the basic electrophysiology of the heart and the intricate electrical responses of the hearts of healthy and unhealthy individuals to exercise. Its fundamental emphases are thus exact descriptions of ECG variations, mechanisms underlying these variations and factors influencing cardiac electrophysiology.

**PHED 517 - Experimental Processes in Physical Education (3 credits)**

This course will develop quantitative competencies required to conduct and understand experimental research typically occurring in physical education. It thus concerns basic measurement theory, probability, description and inference. *Offered alternate years.*

**PHED 518 - Advances in Exercise Metabolism (3 credits)**

*Prerequisite: PHED 401 or consent of instructor*

Students will study advanced topics concerned with bioenergetics during exercise. It will focus on acute and chronic responses to exercise from various perspectives. Among topics covered will be cardiovascular/ventilatory coupling, chemomechanical coupling, anaerobic threshold, substrate utilization, electrolyte imbalance, oxygen use and hormonal controls of metabolisms. *Offered alternate years.*

**PHED 519 - Advances in Exercise Prescription (3 credits)**

*Prerequisite: PHED 401 or consent of instructor*

This course is concerned with special circumstances, which dictate that one must adjust either the exercise testing or prescription for an individual. It is thus focused on descriptions of special situations, testing and prescription for those situations. Other special cases considered will be gender, children, aging, environment, arthritis, diabetes, obesity, heart disease, low fitness, high fitness, respiratory disorders and hypertension. *Offered summer session.*

**PHED 520 - Health Fitness Program Planning and Management (3 credits)**

*Prerequisite: At least one course in exercise physiology or consent of instructor*

Designed to address strategies essential to the development of successful exercise and health fitness programs. Emphasis will be placed on program development, motivational techniques and administrative considerations.

**PHED 523 - Strength and Conditioning Laboratory (3 credits)**

*Prerequisite: PHED 204 and PHED 400 and PHED 401; or consent of instructor*

This course consists of a study in the procedures used to train and coach athletes to enhance their musculoskeletal fitness through strength and conditioning. Specific emphasis will be placed on power lifting, Olympic-style lifting, dynamic flexibility, plyometrics, agility training, and sports specific training. Lecture, laboratory and out-of-class observation and field work time will be conducted weekly over the entire semester. *Offered spring semester.*

**PHED 526 - Sport Law (3 credits)**

This course will give the sports professional an understanding of the legal system as a whole and the unique legal problems and responsibility faced in managing a sports activity. The sports professional will be educated to identify potential legal liability, to avoid unnecessary legal risks and to minimize legal loss exposure.

**PHED 530 - The Motor Domain: Implications for Chronic Disabilities (3 credits)**

*Prerequisite: PHED 324 or equivalent*

An in- depth study of etiologies, classifications and functional motor abilities of chronic medical conditions will be presented. Topics will include asthma, cystic fibrosis, epilepsy, cancer, obesity, diabetes, arthritis, multiple sclerosis and muscular dystrophy. The course will also emphasize unique physiological, psychological and biochemical characteristics pertaining to motor development, sport and leisure.

**PHED 531 - Motor Performance Adaptations for Moderate and Severe Disabilities (3 credits)**

This course addresses the etiologies, prevalence, characteristics and functional motor abilities of moderate and severe disabilities. Attention is given to an overview of moderate and severe populations, spinal cord injured and amputees. The course will also address such related topics as bloodborn pathogens, screening and assessment methods, related professional services, leisure placement strategies, due process, advocacy and legal considerations.

**PHED 533 - Applications of Exercise Physiology (3 credits)**

Emphasis will be placed on the strategies utilized to develop physiological capacities, underlying motor skills, as well as the physiological



variations induced by these stimuli. The course will necessarily concern cardiovascular endurance, strength, muscular endurance, flexibility and body composition from the perspective of physiology.

**PHED 543 - Foundations of Resistance Training (3 credits)**

This course will provide students with knowledge of the effects of various heavy resistance training protocols on musculoskeletal integrity, metabolic capacity and various specific tissue characteristics in the human body. Thus, the course necessarily considers micro-anatomical and physiological variations associated with general strength-conditioning programs, body building, Olympic lifting, power lifting, circuit training, isotonic and isometric resistance training.

**PHED 544 - Applied Laboratory Techniques in Exercise Science (3 credits)**

Students will utilize a number of laboratory techniques to assess fitness capabilities and health status of normal subjects. Focus will be on standardization of procedures and collection of reliable and valid data. An additional concern will be clear representation and interpretation of classical techniques used to routinely assess physical fitness in the laboratory. *Offered summer session.*

**PHED 545 - Physical Conditioning and Training in Sports and Exercise (3 credits)**

*Prerequisite: An introductory course in exercise physiology or consent of instructor*

This course is designed to provide the sport practitioner, e.g., the coach, athlete, team trainer, and physical educator, with a basic understanding of the physiologic principles underlying the physical conditioning process. Methods of planning, implementing and evaluating training programs will be the main focus of attention.

**PHED 546 - Applied Biomechanics and Movement Analysis (3 credits) Cross Listed with ATTR 548**

This course provides students with a knowledge and understanding of the mechanical concepts underlying performance of motor skills. Focus is on analytic techniques, which allow students to analyze skills and effectively consume complex skill analyses conducted by others. *Offered fall semester, alternate years.*

**PHED 547 - Biomechanics of Resistance Training (3 credits)**

This course provides an understanding of mechanical principles in performing biomechanical analyses of human movement on resistance training exercises for general populations and athletes.

**PHED 551 - USA Weightlifting Certification - Sport Performance Coach (1 credit)**

*Prerequisite: Consent of instructor and current CPR Certification*

This course is designed to provide the strength and conditioning student/coach with the opportunity to test for an entry level USA Weightlifting Certification. Students will learn the progressions of the Olympic Lifts, the associate accessory lifts, and the training mechanics in order to apply for certification I as a Sport Performance Coach. *Offered summer session.*

**PHED 552 - USA Weightlifting Certification Level I Coach (1 credit)**

*Prerequisite: Consent of instructor and current CPR Certification*

This course is designed to provide the strength and conditioning student/coach with the opportunity to test for the entry level USA Weightlifting Certification. Students will learn the progressions of the Olympic Lifts, the associate accessory lifts, and the training mechanics in order to apply for certification as USA Weightlifting Level I Coach. *Offered summer session.*

**PHED 553 - USA Weightlifting Certification - Local Referee (1 credit)**

*Prerequisite: Consent of instructor and current CPR Certification*

This course is designed to provide the strength and conditioning student/coach with the opportunity to test for an entry level USA Weightlifting Certification. Students will learn the progressions of the Olympic lifts, the associate accessory lifts, and the training mechanics in order to apply for certification I as a Local Referee. *Offered summer session.*

**PHED 555 - Strength and Conditioning Practicum (3 credits)**

This course consists of a study of the procedures used to train people to enhance their musculoskeletal fitness through progressive resistance exercise. Specific emphasis will be placed on bodybuilding, power lifting, Olympic Style Lifting, dynamic flexibility, plyometrics and agility training. One hour of lecture and two hours of laboratory will be conducted weekly over the entire semester. *Offered every semester.*

**PHED 560 - Adventure-Based Physical Education (3 credits)**

*Prerequisite: Matriculation in the MS in Physical Education program or consent of instructor*

This course is designed for those who are new to adventure education and who work in a setting where the group process and debriefing are important. Some of the techniques to enhance group process are the following: goal setting, reflection, decision making and debriefing. The curriculum will include adventure basics, philosophy and theory, including challenge by choice and the full-value contract, ground activities, low elements and high elements. Participants should be in relatively good health and able to perform moderate physical activity.

**PHED 571 - Social Issues in Sport (3 credits)**

This course will focus on advanced sociological study of sport and physical activity. Students will consider timely issues in sport from a sociological perspective and consider how these issues affect professionals working in sport and physical activity.

**PHED 572 - Psychological Issues in Sport and Physical Activity (3 credits)**

Students will investigate current literature and applied practice in the sub-discipline of Psychology of Sport and Physical Activity. Individual variations in behaviors across sport and physical activity settings will be considered from a psychological perspective. Anxiety, motivation, and the importance of social-environmental factors will all be examined in the course.

**PHED 575 - Educational Dance in the School Setting (3 credits)**

This course will provide a comprehensive review of current literature, research, methods and materials for teaching creative, cultural and social dance in the school physical education setting, grades K-12.

**PHED 581 - Selected Topics in Physical Education (1-3 credits)**

*Prerequisite: Course prerequisite may be specified depending on the nature of the topic*

Special topics of current relevance in physical education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May take more than once with consent of adviser.

**PHED 588 - Competitive Weight Lifting (3 credits)**

This course is designed to provide the student with the opportunity to learn the details of competitive weightlifting. Participants will learn the aspects of program design, training methods, volume and intensity rational, as well as the rules and regulations of competition. The students will attend a sanctioned competition either as a coach or participant. This course may be repeated once for a maximum of six credits.

**PHED 595 - Internship in Physical Education (3-9 credits)**

*Prerequisite: 12 graduate credits in physical education and consent of adviser*

An internship offers qualified students the opportunity to gain substantial practical experience within their major. Placements are designed to complement a student's program concentration. This course may be repeated up to nine credits.

## Physical Education: Other Approved Courses

**PHED 327 - Methods and Techniques in Coaching Team Sports****PHED 440 - Scientific Basis of Coaching (3 credits)**

The course will examine the nutritional principles applied when instructing individual and team fitness activities and sports. *May be taken for graduate-level credit.*

**PHED 510 - Concepts of Curriculum Development (3 credits)**

*Prerequisite: Nine credits in physical education or consent of the instructor*

Current educational trends, theories relative to physical education and the development of curricular models, with a focus on the needs of today's society will be covered in this course.

**PHED 512 - Administration of Physical Education**

## ■ PHYSICS

**PHYS 100 - Physics in the Natural World  
(4 credits)**

This course considers the key scientific concepts underlying physics and how they relate to the environment. Among the topics to be considered are mechanics, heat, electricity, magnetism, optics and sound, modern physics and an historical overview of the physical sciences. This course is suitable for majors other than those in the Physical and Biological Sciences seeking basic knowledge of physics. Three hours of lecture and one two-hour laboratory period weekly. *Offered either semester.* (CNSL; CQUR)

**PHYS 102 - Modern Physics for the Humanist  
(3 credits)**

The principal theme of this course is 20<sup>th</sup>-century attempts to understand the basic laws of nature and their relationship to us. Among the

topics to be considered are classical physics, the theory of relativity, atomic structure and quantum theory along with their implications for philosophy and technology. *Offered either semester. (CNSN; CQUR)*

### **PHYS 107 - Exploring the Universe**

**(4 credits)**

This course will explore the sun, stars, their life cycles, and the galaxies. Theories of the composition and origin of the solar system, the universe and life will be studied. Students observe celestial objects including the moon, sun, planets star, nebulae, and galaxies using the university's observatory. Three hours of lecture, one two-hour laboratory and several viewing sessions. *Offered either semester. (CNSL; CQUR)*

### **PHYS 135 - Freshman Honors Colloquium**

**(1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

### **PHYS 136 - Freshman Honors Colloquium**

**(1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered spring semester.*

### **PHYS 180 - Energy and its Social Uses**

**(3 credits)**

The basic physical laws of energy are presented. Environmental consequences of solar, fossil, hydro and nuclear energy generation are analyzed. *Offered either semester. (CNSN; CQUR)*

### **PHYS 181 - Elements of Physics I**

**(4 credits)**

The language and methods of physics as illustrated in mechanics, heat and sound are studied. Applications of fundamental principles of physics to all branches of physical science are examined. Three hours of lecture and one two-hour laboratory period weekly. *Offered fall semester. (CNSL; CQUR)*

### **PHYS 182 - Elements of Physics II**

**(4 credits)**

*Prerequisite: PHYS 181*

Principles of electricity, magnetism, optics and modern physics are studied. Three hours of lecture and one two-hour laboratory period weekly. *Offered spring semester. (CNSL; CQUR)*

### **PHYS 183 - Aviation Physics**

**(4 credits)**

*Prerequisite: PHYS 181*

Principles of physics will be applied to topics in aviation science. This course will use the fundamental physics principles taught in Elements of Physics I (PHYS 181) and apply them to aviation science. The course will also apply topics introduced in a traditional second semester course such as heat, electronics and electricity to the field of aviation. Furthermore, the course will cover aerodynamics in depth. Three hours of lecture and one two-hour laboratory weekly. (CNSL; CQUR)

### **PHYS 199 - First Year Seminar**

**(3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**PHYS 243 - General Physics I**  
**(4 credits)**

*Prerequisite: MATH 151 or MATH 161/161E, which may be taken concurrently*

This is a calculus-based beginning course in physics that emphasizes the study of kinematics, dynamics and heat. Three hours of lecture and one three-hour laboratory weekly. *Offered either semester. (CNSL; CQUR)*

**PHYS 244 - General Physics II**  
**(4 credits)**

*Prerequisite: PHYS 243*

This course is a calculus-based study of electricity, magnetism and light. Three hours of lecture and one three-hour laboratory period weekly. *Offered either semester. (CNSL; CQUR)*

**PHYS 286 - Sophomore Honors Colloquium**  
**(1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquium in physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester.*

**PHYS 287 - Sophomore Honors Colloquium**  
**(1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquium in physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester.*

**PHYS 298 - Second Year Seminar (Speaking Intensive)**  
**(3 credits)**

*Prerequisite: \_ \_ \_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_ \_ \_ 298 or \_ \_ \_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**PHYS 299 - Second Year Seminar (Writing Intensive)**  
**(3 credits)**

*Prerequisite: \_ \_ \_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_ \_ \_ 298 or \_ \_ \_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**PHYS 382 - Physics Research Seminar**  
**(1 credit)**

The purpose of this seminar is to expose undergraduate students to current physics research - including that being done by Bridgewater State University faculty - and to develop their repertoire of research skills (e.g. literature searches, reading and discussing scholarly/peer reviewed journal articles, grant writing and peer review). Invited speakers will include Bridgewater State University faculty, local physics researchers and graduate students. May be taken two times for credit. The course is graded on a (P) Pass/(N) No Pass basis. *Offered fall semester.*

**PHYS 396 - Research Problems in Physics**

**(1 credit)**

*Prerequisite: Not open to freshmen; formal application required*

The student will conduct an individual research experience over one semester or multiple semesters in collaboration with a faculty member. At the end of each semester, a written progress report must be submitted for review by the supervising faculty member and a presentation is made to the physics faculty and students. This course may be repeated for a maximum of three credits.

**PHYS 401 - Modern Physics**

**(4 credits)**

*Prerequisite: PHYS 244 with a minimum grade of "C-"*

This course covers theory of relativity, atomic structure, quantum theory, nuclear physics and elementary particles. Students perform modern physics experiments, emphasizing modern instrumentation and professional lab report writing in conjunction with theory presented in lecture. Three hours of lecture and three hours of laboratory per week. Three hours of lecture and one three-hour laboratory period weekly. *Offered fall semester. May be taken for graduate-level credit.*

**PHYS 402 - Quantum Mechanics**

**(3 credits)**

*Prerequisite: PHYS 401 with a minimum grade of "C-"*

Quantum Mechanics develops a wave function formalism of matter, the Schrodinger equation, and its underlying mathematical structure. The Schrodinger equation is applied to the electron, the hydrogen atom, multi-electron atoms and radiation. *Offered either semester. May be taken for graduate-level credit.*

**PHYS 403 - Mathematical Physics**

**(3 credits)**

*Prerequisite: MATH 162; and PHYS 244 with a minimum grade of "C-"*

Vector analysis; matrices, linear differential equations; Sturm-Liouville theory; Fourier series; orthogonal functions; Laplace transform. *Offered fall semester. May be taken for graduate-level credit.*

**PHYS 408 - Astrophysics**

**(3 credits)**

*Prerequisite: PHYS 401 or consent of instructor*

Stellar atmospheres and interiors; generation and transport of energy; stellar evolution, pulsars, blackholes and quasars; galactic structure; cosmology.

**PHYS 409 - General Relativity and Cosmology**

**(3 credits)**

*Prerequisite: PHYS 401 with a minimum grade of "C-"*

Students learn Einstein's general theory of relativity, and the role differential geometry and general covariance play in physics in this course. The class includes significant discussions of modern cosmology, experimental evidence for relativity, and the results of current and ongoing astrophysical measurements. *Offered either semester. May be taken for graduate-level credit.*

**PHYS 414 - Experimental Physics**

**(4 credits)**

*Prerequisite: PHYS 401*

This class introduces students to advanced experimental techniques of physics. Students will perform historically ground-breaking experiments using modern equipment. There will be one lecture and two two-hour laboratory sessions per week. *Offered spring semester. May be taken for graduate-level credit.*

**PHYS 422 - Computer Simulation in Physical Science**

**(3 credits)**

*Prerequisite: PHYS 243 and PHYS 244 or PHYS 181 and PHYS 182; or consent of instructor*

The course introduces methods of computer simulation and its diverse applications. The course is project-oriented. Projects may include planetary motion, chaotic systems, fractal phenomena, random systems, and thermal systems. Methods include the numerical solution of differential equations and Monte Carlo techniques. The course emphasizes structured programming and is recommended for science majors as an introduction to programming. No background in computer programming is required. Two hours of lecture, and one two-hour laboratory period weekly.

**PHYS 433 - Thermal Physics**

**(3 credits)**

*Prerequisite: PHYS 401 with a minimum grade of "C-"*

Thermodynamics, kinetic theory and statistical mechanics are covered in this course. *Offered spring semester. May be taken for graduate-level credit. (CWRM)*

### **PHYS 438 - Electricity and Magnetism**

**(3 credits)**

*Prerequisite: PHYS 244 with a minimum grade of "C-"*

This course covers the theory and applications of the fundamental equations of electromagnetism. *Offered either semester. May be taken for graduate-level credit.*

### **PHYS 439 - Mechanics**

**(3 credits)**

*Prerequisite: PHYS 244 with a minimum grade of "C-"*

Vector treatment of forces, torques; dynamics of particles and rigid bodies; work and energy; momentum; small oscillation theory; Lagrangian and Hamiltonian formulation of dynamics are covered in this course. *Offered either semester. May be taken for graduate-level credit.*

### **PHYS 442 - Digital Electronics I**

**(4 credits)**

*Prerequisite: College-level course in physics or consent of instructor*

Digital Electronics emphasizes the theory and experimentation of digital (and some analog) electronics for the Computer Science major and/or working scientist in the lab. Boolean algebra of switching circuits, binary logic circuits, digital computer logic circuits, as well as analog to digital, digital to analog, and programmable electronics (FPLAs and microprocessors) for data acquisition and control are covered. Three hours of lecture and one three-hour laboratory period weekly. *Offered either semester. May be taken for graduate-level credit.*

### **PHYS 458 - Advanced Electricity and Magnetism**

**(3 credits)**

*Prerequisite: PHYS 438 with a minimum grade of "C-"*

This course is a continuation of PHYS 438. Maxwell's equations and their connection to special relativity are explored. The propagation of electromagnetic radiation predicted by Maxwell, the transfer of energy determined by Poynting's theorem, and the relativistic generalization of the Larmor formula for the radiation by accelerated charges will be studied. This course prepares students for graduate work. *Offered either semester.*

### **PHYS 459 - Advanced Mechanics**

**(3 credits)**

*Prerequisite: PHYS 439 with a minimum grade of "C-"*

A more in-depth study of mechanics than PHYS 439 is offered. This course prepares the student for graduate work. *Offered either semester.*

### **PHYS 460 - Advanced Quantum Mechanics**

**(3 credits)**

*Prerequisite: PHYS 402 with a minimum grade of "C-"*

The frameworks of both the wave function and matrix formalisms of quantum mechanics are developed, adding depth to and extending topics from PHYS 402, including time dependent and time independent perturbative techniques and applications. This course prepares students for graduate work. *Offered either semester.*

### **PHYS 485 - Honors Thesis**

**(3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; formal application required*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered fall or spring semester.*

### **PHYS 498 - Internship in Physics**

**(3-15 credits)**

*Prerequisite: Consent of the department; formal application required*

The internship offers students an opportunity to gain laboratory experience in industrial or government laboratories, or academic laboratories at other institutions. This course may be repeated for a maximum of 15 credits. *Offered either semester.*



**PHYS 499 - Directed Study in Physics  
(1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**PHYS 502 - Research  
(3 or 6 credits)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**PHYS 503 - Directed Study  
(1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**PHYS 560 - Special Topics in Physics Teaching  
(variable credit)**

Special topics of current relevance in physics education. The topic to be addressed will be announced prior to registration. May be taken more than once with the consent of the adviser.

**PHYS 593 - Special Topics in Secondary School Science  
(3 credits)**

An introduction to the environmental and energy-related physical science topics presented in the secondary school science curricula. Special emphasis will be placed upon the science content found in these curricula materials. Lectures, seminars, laboratory work, workshops and model classes will be included in this course. This course may be repeated for different topics.

**PHYS 594 - Special Topics in Middle School Science  
(3 credits)**

This course is an introduction to middle school science programs. Special emphasis will be placed upon the science content found in these curricula materials. Lectures, seminars, laboratory work and model classes will be included in this course. This course may be repeated for different topics.

**PHYS 597 - Special Topics in Elementary Science  
(3 credits)**

An introduction to elementary school science materials. Special emphasis will be placed upon the study of the science content included in these materials. Lectures, laboratory work, seminars, workshops, and model classes will be included in this course. This course may be repeated for different topics.

**Physics: Other Approved Courses**

**PHYS 338 - Honors Tutorial  
(3 credits)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

This course offers honors students the opportunity to study special topics in physics. Three hourly meetings weekly. *Offered fall semester.*

**PHYS 339 - Honors Tutorial  
(3 credits)**

*Prerequisite: Open to Commonwealth and departmental honors students*

This course offers honors students the opportunity to study special topics in physics. Three hourly meetings weekly. *Offered spring semester.*

**PHYS 391 - Solid State Physics  
(3 credits)**

*Prerequisite: PHYS 401*

Crystal structure; electric, magnetic and thermal properties of matter; transport properties; band theory; and super conductivity will be covered in this course.

**PHYS 435 - Optics**

**PHYS 525 - Problem Solving in Chemistry and Physics**

**PHYS 550 - Physics for Teachers – A Modern Review**

**PHYS 581 - The Physics of the Environment**

**PHYS 585 - Physics of the Solid State**

**PHYS 589 - Physics of the Solar System**

**PHYS 591 - Special Topics in Modern Physics**

**PHYS 592 - Research Problems in Physics**

■ **POLITICAL SCIENCE**

**POLI 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in political science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. Topics vary from semester to semester. This course may be repeated for a maximum of six credits. *Offered fall semester.*

**POLI 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in political science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum enrollment is 12. Topics vary from semester to semester. *Offered spring semester.*

**POLI 172 - Introduction to American Government (3 credits)**

The purpose of the course is to introduce students to the range of research on American political institutions and processes. Students will examine the constitutional underpinnings of American government, the role of political parties, interest groups and the media in the system. Students will also explore the changing character of political institutions: the presidency, Congress and the courts. (CSOC; CUSC)

**POLI 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**POLI 201 - Citizenship and Community Leadership (3 credits)**

This course explores three fundamental questions: 1) What do we mean by "citizenship" and why do we care about "good" citizenship?; 2) What is the nature of leadership and how do we develop strong, effective leaders?; and 3) How might we effectively engage citizens and public leaders together in democratic governance to produce solutions to social, economic, and political problems? A service-learning course requirement will guide the student toward discovery of the role of citizenship in strengthening and improving communities. Students will also be expected to attend campus events that are related to civic education, community leadership and political affairs.

**POLI 250 - Research Methods in Political Science (3 credits)**

*Prerequisite: One core curriculum requirement in Foundations of Mathematical Reasoning*

This course provides students with a foundation for reading and assessing the quality of published research in the social sciences, with particular emphasis on the research techniques common in political science and public administration. It introduces the concepts of theory development, hypothesis testing and statistical significance, and provides students with the rudimentary skills, from literature review searches through data analysis necessary to conduct their own research. Writing is emphasized. (Formerly POLI 350) (CSOC; CQUR)

**POLI 260 - International Relations (3 credits)**

This course introduces modern world politics, with emphasis on change and continuity in the structure and processes governing relations within the international community. Emphasis will be placed on the nation-state dilemmas facing the global community. *Offered either semester.* (CSOC)

**POLI 274 - Western Political Thought - Plato to the Present (3 credits)**

This course covers the principal ideas and philosophies of politics articulated by philosophers and political thinkers since ancient times. The student will be introduced to many of the age-old and puzzling questions of how people can best govern themselves using legal, institutional and behavioral approaches. *Offered fall semester.* (CSOC; CWRT)

**POLI 275 - Comparative Government (3 credits)**

This course covers political behavior and government systems in Great Britain, France, Russia, etc. *Offered fall semester.* (CGCL; CMCL; CSOC)

**POLI 277 - American Government: State and Local (3 credits)**

*Prerequisite: POLI 172*

This course focuses on state government and politics with emphasis on Massachusetts affairs. *Offered either semester.* (CSOC; CUSC)

**POLI 279 - Introduction to Public Administration (3 credits)**

The relationship of the administrative branch of government to other branches in the making and implementation of public policy; theories of government organization for efficient administration; problems of budgeting, personnel, merit systems, type of agency organization, popular control over the bureaucracy. *Offered either semester.* (CSOC; CUSC)

**POLI 285 - Law and the Judicial Process (3 credits)**

This course provides an introduction to law and the judicial process in the United States and around the world. It examines different types of legal systems and sources of law; various competing theories of jurisprudence and legal methodology; the organization, operation, and powers of courts; the selection and retention of judges; and the role of the legal profession in society. Particular emphasis will be placed on legal reasoning and the judicial decision-making process in a variety of issue areas, including administrative, environmental, constitutional, criminal, civil, and statutory law cases. (CSOC; CUSC; CWRT)

**POLI 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Consent of instructor*

Sophomore Honors Colloquia in political science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. Open to Commonwealth Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum enrollment is 12. Topics vary from semester to semester. *Offered fall semester.*

**POLI 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Consent of instructor*

Sophomore Honors Colloquia in political science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. Open to Commonwealth Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum enrollment is 12. Topics vary from semester to semester. *Offered spring semester.*

**POLI 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_ \_ \_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**POLI 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**POLI 301 - Model Senate Practicum (1 credit)**

*Prerequisite: POLI 172 and consent of instructor*

Students will role-play as United States senators. Each student will become familiar with the issue positions of his or her assigned senator, the senator's voting behavior, and the characteristics of the senator's state and constituents. Students will develop an understanding of the United States senate's power and the rules and procedures that govern its day-to-day operations. All students will participate in both the Floyd M. Riddick Model Senate at Stetson University and the High School Model Senate at Bridgewater State University. One credit per semester; may be taken up to four times.

**POLI 302 - Moot Court and Mock Trial Practicum (1 credit)**

*Prerequisite: POLI 172 and consent of instructor*

This course involves students adopting the roles of both lawyers and witnesses in "mock" civil and criminal cases, and/or participating as lawyers arguing cases before appellate courts in "moot" court competitions. Students will be expected to participate at local, regional, and national competitions, and in doing so will acquire first-hand knowledge of what it is like to be both an attorney arguing a case before a judge, and a witness on the stand providing testimony. In addition, students will gain valuable experience in preparing opening statements and closing arguments, writing briefs, cross-examining witnesses, and providing authentic, credible testimony. One credit per semester; may be taken up to four times.

**POLI 329 - Leadership in Human Resources (3 credits)**

This course focuses on selected topics in the study and practice of public personnel administration. It is designed as an overview of the central topics in the field, including recruitment and selection, employee compensation and motivation, personnel appraisal, workforce training and development, and labor-management relations. Current issues and new directions in public and nonprofit sector personnel management will also be explored and discussed. Students will develop an appreciation for the dynamic political environment as it influences human resources managers and the statutory and constitutional restrictions that distinguish public personnel management from its counterpart in the private sector.

**POLI 341 - Constitutional Law and Politics: The Powers of Government (3 credits)**

This course offers a close analysis of the structure and power of those institutions comprising the U.S. national government. Legal decisions pertaining to judicial, congressional, and executive power, as well as the doctrines of separation-of-powers and federalism, will be carefully examined. The course concludes with an examination of the Constitution's protection of economic liberty and property rights.

**POLI 342 - Constitutional Law and Politics: The First Amendment (3 credits)**

This course examines major court decisions involving disputes pertaining to the First Amendment of the U.S. Constitution. In particular, cases regarding freedom of speech, the press, religion, and the right to associate will be extensively studied. The course also considers the broad limits placed on the government by the First Amendment's Establishment Clause.

**POLI 343 - Constitutional Law and Politics: Liberty and Equality (3 credits)**

This course addresses the scope of the individual's rights to liberty and equality under the fifth, ninth, and 14th Amendments of the U.S. Constitution. It examines the evolution of legal doctrine regarding the unequal treatment of individuals by public and private actors, including discrimination based on race, ethnicity, religion, sex, sexual orientation, class, age, and (dis)abilities. The course also analyzes

the scope of liberty and privacy in the United States, with particular attention devoted to procedural and substantive due process, sexual freedom, procreation and child-rearing, the right to die, and personal information and workplace privacy.

**POLI 344 - Constitutional Law and Politics: Rights of the Accused (3 credits)**

This course addresses how the U.S. Constitution -- particularly the fourth, fifth, sixth, eighth and 14<sup>th</sup> Amendments -- along with state and federal statutes, protect individuals being processed by the criminal justice system. Issues and case law pertaining to searches and seizures, compelled self-incrimination, grand jury indictment, trial by jury, speedy and public trials, double jeopardy, the right to counsel, cruel and unusual punishment, and due process will be rigorously examined.

**POLI 361 - International Political Economy (3 credits)**

*Prerequisite: POLI 260*

This course examines the reciprocal interaction between states and markets, with a particular emphasis upon the ways in which national and international politics structure international economic relations. The course reviews in depth the development and evolution of the postwar economic regimes in money and trade. The course will also examine the role and effects of multinational corporations, the issue of development and alternative development models, the debt crisis, and international struggle for the control of oil. Finally, some important issues and debates within the field of international political economy will be considered.

**POLI 364 - Political Communication (3 credits) Cross Listed with COMM 364**

*Prerequisite: Restricted to juniors or above; or consent of instructor*

This course surveys political communication with an emphasis on forms, characteristics, and functions within political campaigns and institutional governance. Specific attention will be given to communication of the three branches of government. Students will gain a broad knowledge of how political communication can shape expectations and interpretations of current events, political actors, and the political process.

**POLI 365 - International Politics of the Environment (3 credits)**

*Prerequisite: POLI 260*

This course focuses on some of the major issues of global environmental politics -- those environmental problems that transcend state boundaries and whose resolution requires state cooperation and the efforts of states to negotiate environmental agreements. Cases will include, among others, the control of ozone depletion, the limitation of global warming, and the preservation of forests and bio-diversity.

**POLI 366 - Terrorism and U.S. National Security (3 credits)**

*Prerequisite: POLI 260 or consent of instructor*

The primary objective of the course is to explore the phenomenon of terrorism and how the United States attempts to address it as a central element of national security policy. Students will explore a wide variety of themes related to national security. Terrorism, particularly its international dimensions, will be placed in the context of national security and global politics.

**POLI 368 - American Political Thought (3 credits)**

*Prerequisite: POLI 172 or consent of instructor*

This course examines the principal issues and ideas of the American colonial, revolutionary, and founding periods and their influence on, and relevance to, contemporary American politics.

**POLI 372 - Legislative Process and Procedure (3 credits)**

*Prerequisite: POLI 172*

This course is an examination of the United States Congress. Emphasis is placed on internal structure and operations, congressional rules and procedures, party leadership, committee system and seniority, external influences on Congress, incentives for congressional behavior, and constitutional limitations.

**POLI 375 - American Political Parties and Interest Groups (3 credits)**

*Prerequisite: POLI 172*

This course is an examination of American political party organizations, political leadership, finance, campaign techniques, the historical development of the American party system, party identification, legal controls over parties, the functions and methods of pressure groups and their interaction with policy makers, the role of surrogate organizations such as the media and political consultants, the significance of political parties and pressure groups for democratic ideology, and the problems of political leadership in a democracy.

**POLI 376 - Urban Politics (3 credits)**

*Prerequisite: POLI 172 and POLI 277*

This course emphasizes both the formal and informal political institutions and processes in American cities and suburbs, including governmental structures, political parties, interest groups, and service delivery systems. Special attention is given to the multiethnic and multicultural context within which urban politics in the United States takes place.

**POLI 377 - Canadian-American Political Relations (3 credits)**

*Prerequisite: POLI 260 or consent of instructor*

The course will specifically examine the Canadian-American political relationship through the review of prominent bilateral security, economic, environmental and jurisdictional issues. Principal emphasis will be placed on analyzing bargaining between Ottawa and Washington over a wide range of select case studies.

**POLI 379 - Voters, Elections and Campaigns (3 credits)**

*Prerequisite: POLI 172*

This course is an examination of how citizens make electoral decisions, including the decision to participate in elections. The course compares models of voter behavior and probes the influence of such factors as party identification, opinions on issues, ideological orientations, and candidate evaluations; the social and economic context of voting is also examined, as is the importance of elections for policy-making and the functioning of the political system. In addition, the politics of candidate nominations is explored -- mass media coverage and opinion polling; the citizen's involvement in campaign politics; voter attitudes toward parties, candidates, and issues; and the interpretation of electoral outcomes.

**POLI 380 - Public Opinion and Mass Political Behavior (3 credits)**

*Prerequisite: POLI 172*

This course is an examination of the nature of contemporary public opinion in the United States, the way in which political attitudes and beliefs find expression in electoral behavior and the conditions under which public sentiment is translated into public policy and government action. The goal is to understand political conflict and debate in the U.S. and the ways in which the public influences that debate. Major topics in public opinion include political tolerance and trust, attitudes toward women and minorities, the role of mass media and the impact of political values and ideology on political campaigns and elections.

**POLI 381 - United States and Latin American Relations (3 credits)**

*Prerequisite: POLI 172 and POLI 260*

This course covers the evolution and current status of the political, economic and strategic relationship between the United States and the Latin American nations. *Offered alternate years.*

**POLI 382 - Latin American Government and Politics (3 credits)**

*Prerequisite: POLI 172 and POLI 275*

This course is a survey of the current governing structures and the general political conditions in the major Latin American nations. *Offered alternate years.*

**POLI 384 - United States Foreign Policy (3 credits)**

*Prerequisite: POLI 260 or consent of instructor*

This course is the study of the national interests and policy instruments that have formed and guided the foreign relations of the United States in the post 1945 period. *Offered alternate years, spring semester.*

**POLI 385 - Government and Politics in the Middle East (3 credits)**

*Prerequisite: POLI 172 and POLI 275; or consent of instructor*

This course provides an introduction to the structures and processes of Middle Eastern government and politics, focusing on the evolution of contemporary Middle East since the end of World War I and on economic growth, social change, and political development in the region and in specific countries. *Offered alternate years, spring semester.*

**POLI 386 - Canadian Politics (3 credits)**

*Prerequisite: POLI 172 and POLI 275; or consent of instructor*

An intensive study of the Canadian political system, with particular emphasis on Canada's constitutional turmoil, political institutions and electoral behavior. *Offered alternate years.*

**POLI 387 - Government and Politics of Africa (3 credits)**

*Prerequisite: POLI 172 and POLI 275; or consent of instructor*

An introduction to the organization and processes of African politics centering on the political evolution of contemporary Africa in general but with specific attention to selected nations as appropriate. *Offered alternate years, spring semester.*

**POLI 388 - The Government and Politics of Eastern Europe (3 credits)**

*Prerequisite: POLI 275*

This course will introduce students to the governmental structures and political processes of Eastern European countries, including Russia. Included in the course will be a study of national goals, policies and relations with other countries, and the ideological framework that make up these societies.



**POLI 389 - Racial Politics in the United States (3 credits)**

*Prerequisite: POLI 172*

This course explores racial politics in the United States. It examines classic and contemporary scholarship on the following topics: social movements, collective action, voting and turnout, key provisions of the Voting Rights Act, social science perspectives on the Voting Rights Act, the concept of voting rights and democratic theory, the relationships between race, representation and political institutions, party politics and racial reorientation, the magnitude and structure of intolerance and its implications for democracy, and the causes and consequence of political socialization.

**POLI 390 - Public Finance (3 credits)**

*Prerequisite: POLI 279 or consent of instructor*

The role of government in a market economy; the role of taxation in a market economy; principles of taxation; problems of budgeting, government expenditure and debt; and economic growth. *Offered spring semester.*

**POLI 391 - The American Presidency (3 credits)**

*Prerequisite: POLI 172*

The purpose of the course is to explore the institution of the American presidency. It examines the constitutional prerogatives and organizational structure of the presidency, how presidential power developed historically, presidential selection and the nomination process, and decision-making. In addition, the course explores the relationship between the presidency and other institutions, both political and nonpolitical: the Congress, the bureaucracy, the courts and the media.

**POLI 392 - Democratic Theory and Democratization (3 credits)**

*Prerequisite: POLI 275 or consent of instructor*

The course considers the contemporary challenges to democracy in terms of the great issues posed by both democratic theorists and philosophers. These views will be analyzed in terms of the authoritarian, military, religious, ethnic and economic problems faced by countries undergoing democratization.

**POLI 400 - Special Topics in Political Science (3 credits)**

*Prerequisite: Nine credits in political science or consent of instructor*

A topic of special interest to faculty and/or students will be explored. May be taken for credit more than once.

**POLI 455 - Authoritarian Political Systems (3 credits)**

*Prerequisite: POLI 275 or consent of instructor*

This is a course in authoritarianism as a form of political organization. The goal is to review, explain and understand the following: 1) the political, social, ideological and economic forces that give rise to this extremist form of polity; 2) the various mechanisms through which authoritarian rule manifests itself and is exercised; and 3) the role and influence of key political decision makers in authoritarian states.

*Offered spring semester.*

**POLI 473 - Globalization and Global Governance (3 credits)**

*Prerequisite: POLI 260 or consent of instructor*

This course provides a thorough understanding of the nature of globalization, the new and varied forms of social, economic and political interactions it has produced in the world, and the challenge of governing the resulting complex interdependence among subnational, national, regional, international and non-governmental actors.

**POLI 475 - Senior Seminar in Political Science (3 credits)**

*Prerequisite: Admission is subject to the consent of the department chairperson and instructor. Students must register prior to the end of the preregistration period*

The undertaking of independent study and a research project presented in oral and written form. *Offered either semester. (CWRM)*

**POLI 476 - Women and Politics (3 credits)**

*Prerequisite: POLI 172 or consent of instructor*

Analysis of the role of women in current American politics. The focus is on changing trends in women's electoral participation, political interest and office seeking over the last several decades, and recent gender differences in political involvement, candidate support, support for women's issues and support for other public policies.

**POLI 479 - Public Policy (3 credits)**

*Prerequisite: POLI 172 and POLI 277*

A systematic study of theory and practice in the making and the execution of public policy including the factors of public demand on the political system; decision-making in the public sector; tools and techniques for implementation and evaluation; and the import for future planning.

**POLI 485 - Honors Thesis in Political Science (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and consent of the department*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with Honors will be determined by the Departmental Honors Committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**POLI 488 - Politics and Development in the Third World (3 credits)**

*Prerequisite: POLI 260 and POLI 275; or consent of instructor*

A survey of the political dynamics of development in the Third World with special emphasis on the dominant theories of development, current critical issues in the Third World, internal and external forces affecting Third World countries, and the policy directions taken by developing nations. *Offered alternate years.*

**POLI 490 - Political Science Studies in Oxford (3 credits)**

Study of selected topics in political science including comparative politics. European government and law and legal systems. Open to juniors and seniors only. (This is a special program in England at Oxford University during July. Additional fees are required.)

**POLI 495 - Administrative Law and Regulation (3 credits)**

*Prerequisite: POLI 279 or consent of instructor*

The legal and regulatory systems of federal, state and local governments will be analyzed as to their relationship to policy implementation and administration. Emphasis will be placed on charters, ordinances, legislative power, and administrative control in areas such as finance, personnel, labor, land use, licensing and education. *Offered alternate years. (Formerly POLI 395)*

**POLI 498 - Internship in Political Science (3-15 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

A non-classroom experience intended to complement the academic preparation of a limited number of juniors and seniors majoring in political science. Placements are in areas such as federal, state, city and town governments and private-interest groups. This course may be repeated for a maximum of 15 credits. *Offered either semester.*

**POLI 499 - Directed Study in Political Science (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**POLI 501 - Foundations of Public Administration (3 credits)**

This course is designed to provide students with an understanding of the institutional, political, and normative context of public administration. The course will introduce students to the central issues, values and dilemmas facing the contemporary public service professional. By the end of the course, the successful student should have a better appreciation and understanding of the political nature and dynamics of public service in a democratic society. It is to be taken among the first four courses in the program. Introductory/background information in American government or public administration is beneficial to students enrolling in this course. *Offered either semester.*

**POLI 502 – Research (3 or 6 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**POLI 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**POLI 504 - Quantitative Skills for Public Administrators (1 credit)**

This course provides students with a review of and practice with the basic quantitative skills they will need in order to succeed in quantitative tools-focused courses in public administration, including POLI 510 - Introduction to Research in Public Administration and in POLI 521 - Public Finance . All of the skill development will be tied specifically to public administration narratives and examples. The instructor will provide tools for individuals with fears tied to quantitative skill building and will assist individuals with overcoming these barriers through the use of tools, examples and exercises. Students leaving this course should be able to tackle basic quantitative skills in public administration education and practice. This course is graded on a (P) Pass/(N) No Pass basis.

**POLI 505 - Public Management (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

This course gives students broad exposure to the job of the public manager including an introduction to the specific management areas. The course emphasizes both traditional and cutting-edge principles of management. The topics include planning for public agencies, organizational structure and development, staffing, training, and motivating employees, leadership development, financing and budgeting for public programs, designing and implementing programs, management decision-making, evaluating and monitoring programs and ethical considerations for public managers.

**POLI 506 - Public Administration Training Module (1 credit)**

*Prerequisite: Matriculation in the MPA program or consent of MPA program coordinator*

As part of the 15 credit hours of elective courses (nine credits for students selecting a concentration), each MPA student must take three credit hours of PA Training Modules. These modules earn one credit each and are scheduled for either two Saturday sessions during the semester or for weekend "intensive" classes meeting for about 15 hours. Students are expected to put in appropriate out-of-class time and must successfully pass three modules covering a range of topics, including ethics in public service, managerial communication, conflict resolution, diversity in public administration, and information management, technology applications and policy. At least two of the three modules must address elements of information management, technology applications and policy. Modules will be designed to facilitate student efforts to meet this requirement. Graded on a (P) Pass/ (N) No Pass basis.

**POLI 510 - Introduction to Research in Public Administration (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

This course is an examination of basic research methods and their use in public administration both from the standpoint of public policy and public management. Topics covered include the scientific method, experimental and quasi-experimental research designs, sampling and methods of data collection such as interviewing and questionnaire construction. The course provides students with practical experience using computer software for data analysis.

**POLI 511 - Program Evaluation and Policy Analysis (3 credits)**

*Prerequisite: POLI 510*

The primary objective of this course is to familiarize students with program evaluation theory and practice. It is designed to give students an understanding of the role of evaluation in the policy-making process, an ability to analyze evaluation designs and methods critically, and an ability to collect and analyze data to test the effects of governmental or organizational interventions. Emphasis is placed on both qualitative and quantitative analysis.

**POLI 513 - Strategic Planning and Performance Measurement in Public Administration (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

Strategic planning and performance measurement guide public administrators in establishing program outcomes, in planning short-term goals, in clarifying long-term expectations and in informing and improving results for citizens and agency stake-holders. Measurement of outcomes requires understanding the relationship between resource inputs, program outputs, and objectively and subjectively measured outcomes. Theories of participation, resources management, sustainable development and research methods guide the decision-making tools presented in this class. This course will focus on mission and vision design, SWOT analysis, strategic planning, budget performance management and performance measurement. This course has a service-learning component.

**POLI 521 - Public Finance (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

This course covers the principal aspects of public financial management including accounting, budgeting, capital budgeting, revenue forecasting, risk management, pension management and auditing.

**POLI 531 - Public Personnel (3 credits)**

*Prerequisite: POLI 501, which may be taken concurrently; or consent of instructor and MPA program coordinator*

This course focuses on selected topics in the study and practice of public personnel administration. It is designed as an in-depth analysis of the literature, problems and directions of public personnel issues. Students will develop an appreciation for the dynamic political environment as it influences human resources managers and the statutory and constitutional restrictions that distinguish public personnel management from its counterpart in the private sector.

**POLI 532 - Organizational Theory and Behavior for Public and Nonprofit Institutions (3 credits)**

*Prerequisite: POLI 501, which may be taken concurrently; or consent of instructor and MPA program coordinator*

This course focuses on the types and levels of management that must be integrated in the pursuit of public sector excellence. These levels involve the behavior of individuals; pairs of individuals; supervisor/subordinate relationships; client/administrator relationships; and small groups acting under political, legal and ethical constraints. Institutional and psychological factors will be analyzed. *Offered fall semester.*

**POLI 533 - Administrative Ethics (3 credits)**

*Prerequisite: POLI 501, which may be taken concurrently; or consent of instructor and MPA program coordinator*

This course will explore the values that shape the thinking of public administrators, and the practice of dealing with moral and ethical issues in the field. The main objectives are 1) to gain familiarity with key issues in public, professional, and administrative ethics, 2) to apply ethical principles to public management and to policy analysis, and 3) to understand the nexus between formal legal and informal normative ethical imperatives.

**POLI 534 - Public Service Leadership (3 credits)**

*Prerequisite: POLI 501, which may be taken concurrently; or consent of instructor and MPA program coordinator*

This course focuses on the art and science of recognizing and becoming better leaders. Students will explore various theories of leadership and develop a broader understanding of the core characteristics and competencies of excellent public service leaders. The course aims to integrate theory and practice, with a strong emphasis on assisting students in identifying their own leadership strengths and vulnerabilities. The effect of leadership on organizational and process outcomes will be a theme throughout the course, as will leaders as change agents. Peer-evaluation, mutual support, hands-on experience and public service underpin this course.

**POLI 541 - Legislative-Executive Relations (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

This course gives students broad exposure to the relationship between legislative and executive branches of government. The course emphasizes the role of the legislature and executive branch agencies in lawmaking and budgetary processes, legislative oversight of bureaucracy, the importance of constituency service and how it impacts government agencies, legislative and bureaucratic behavioral motives and goals, the politics of bureaucratic appointments and how chief executives increase their influence over the administrative state, the influence of lobbies on government, as well as how agencies effectively mobilize constituency groups and advocate their programs.

**POLI 542 - Administrative Law and Regulation (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

This course examines that body of constitutional and statutory law that regulates how state and federal administrative agencies implement policies enacted by the legislative and executive branches of government. The course examines issues concerning the delegation of legislative power to administrative agencies; agency rulemaking and adjudication; the Administrative Procedure Act; legislative, executive, and judicial review of administrative agency actions; and issues regarding the citizen's freedom of access to information and records of administrative agencies. A close examination is given to questions and concerns regarding the democratic legitimacy of administrative agencies, theories of regulation and regulatory policy, and how administrative agencies fit into the constitutional system of government in the United States.

**POLI 543 - Executive Decision-Making and Leadership in the 21st Century (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

This course examines the theories, modes of operation and challenges of modern day political leadership and executive decision-making. Emphasis will be placed on utilizing case studies, crisis situations, simulations and personal profiles to develop a comprehensive exploration of the leadership characteristics and decision-making strategies of political and governmental officials in the 21<sup>st</sup> century.

**POLI 551 - Managing Economic and Community Development (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

This course introduces students to the many dimensions of economic development at the local and state level, focusing on aspects of how local governments are engaging themselves in this competitive arena. The course explores the following fundamental questions: Who is involved in local economic development? What policies and programs are being pursued and how are they being implemented? What is the impact of local economic development programs? How does local politics influence economic development actions? In addition, the course covers how the external environments (federal policy and national/regional economic cycles, for example) shape the scope and method of economic development at the local level.

**POLI 552 - Municipal Organization and Management (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

This course emphasizes the study and understanding of municipal organization and management in Massachusetts and across the United States. It examines the issues, problems, and opportunities that confront municipal leaders as they strive to deliver quality public services in an efficient and effective manner. The topics in the course will cover the legal and structural aspects of local governments, how managers plan and direct the organization, revenue and expenditure decisions, and how services are delivered. The course will also focus on how the external environment (such as citizens, school boards, and state government) influences the job of the municipal manager. By the end of the course, the successful student should be better prepared to identify and respond to these issues, problems and opportunities in their municipality.

**POLI 561 - Foundations of Sustainability and Sustainable Development (3 credits)**

*Prerequisite: POLI 501, which may be taken concurrently; or consent of instructor and MPA program coordinator*

Sustainable development and sustainability are increasingly important to public administration theory and practice. This course will introduce students to theories of sustainability, provide practical application to policy issues within the field and will teach students to better use planning tools in resources management. Areas of focus include management of natural capital, understanding of systems theories and impacts, management of environmental and human welfare, and conservation history as applied to local global governance and policy-making. Students will be expected to contribute knowledge from their own knowledge base and experiences to enhance the learning environment as service-learning is a component of this course.

**POLI 571 - Foundations of Civic and Nonprofit Theory and Administration (3 credits)**

*Prerequisite: POLI 501, which may be taken concurrently; or consent of instructor and MPA program coordinator*

This course addresses the historical and philosophical roots of what is alternatively called the third, voluntary or nonprofit sector. It also addresses the structure of the sector and current and future trends that influence it. Its purpose is to provide an overview of the issues and trends within the sector in order to lay a strong foundation of knowledge for those who are pursuing a career in nonprofit organizations and/or work in fields that intersect with nonprofit organizations.

**POLI 572 - Nonprofit Resource Development and Management (3 credits)**

*Prerequisite: POLI 501; or consent of instructor and MPA program coordinator*

The purpose of this course is to introduce students to issues and techniques for resource development and management within nonprofit organizations. The course will expand students' knowledge about the nonprofit sector as well as their fundraising, management and analytical tools. Assignments and discussions, as well as spending time in the community through service-learning projects, will allow students to test knowledge, formulate ideas and strategies, respond to issues and dilemmas and get immediate feedback from classmates and the instructor.

**POLI 588 – Thesis (3 or 6 credits)**

*Prerequisite: Consent of the graduate coordinator and the department chairperson; approved thesis proposal is required*

Original research undertaken by the MPA student in the field of public administration. Research undertaken is intended to culminate in a formal thesis. Department standards require the student to work closely with his/her adviser and to phase the work so that the project proposal is carefully designed and approved before the student advances to the next stage. For details, consult the paragraph titled "Thesis" in the "Graduate Academic Policies" section of this catalog and the paragraph titled "Exit Requirement" under Master of Public Administration in the "Academic Programs" section of this catalog. This course may be repeated for a maximum of six credits. This course is graded on a (P) Pass/(N) No pass basis.

**POLI 591 - Capstone Seminar in Public Administration (3 credits)**

*Prerequisite: Completion of 30 hours of course work*

This course will integrate the various fields of knowledge that the student has acquired over the period of MPA study. Full-time MPA faculty will be responsible for teaching it and the design will not be prescribed; some may choose to teach it as an applied case-study seminar, while others may develop the course thematically, as an in-depth study of a particular area of public administration literature. *Offered spring semester.*

**POLI 592 - Special Topics in Public Administration (3 credits)**

*Prerequisite: Course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in public administration will be offered from time to time. The topic to be addressed will be announced prior to registration. May be taken more than once with the consent of the adviser.

**POLI 598 - Internship: Public Administration (3 credits)**

*Prerequisite: Matriculation in MPA program*

One of the key elements for pre-career students in the Bridgewater State University MPA program is the internship experience. An internship provides an opportunity to apply and test what has been learned in the classroom and allows the student to develop professional skills. The general internship framework is designed to conform to the NASPAA internship guidelines. This course is repeatable for credit.

## Political Science: Other Approved Courses

**POLI 273 - United States and Massachusetts Constitutions****POLI 330 - Asian Politics**



**POLI 338 - Honors Tutorial in Political Science (3 credits)**

*Prerequisite: Consent of the political science department*

This course offers special topics in Political Science. Open to Commonwealth and Departmental Honors students.

**POLI 339 - Honors Tutorial in Political Science (3 credits)**

*Prerequisite: Consent of the political science department*

This course offers special topics in Political Science. Open to Commonwealth and Departmental Honors students.

**POLI 399 - Collective Bargaining in the Public Sector**

## ■ PORTUGUESE

**LAPO 101 - Elementary Portuguese I (3 credits)**

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

**LAPO 102 - Elementary Portuguese II (3 credits)**

*Prerequisite: LAPO 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

**LAPO 151 - Intermediate Portuguese I (3 credits)**

*Prerequisite: LAPO 102*

This course is a review of Portuguese grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; an introduction to Portuguese culture. (CGCL; CHUM)

**LAPO 152 - Intermediate Portuguese II (3 credits)**

*Prerequisite: LAPO 151*

The course continues to review and reinforce previously acquired skills in Portuguese, in a communicative and functional way. More culturally based materials are introduced, focusing on the Portuguese linguistic and cultural heritage. In this student-centered approach, students make presentations and hold discussions in Portuguese. Dialectal variation (e.g., European vs. Brazilian Portuguese) and the various traditions of Portuguese-speaking countries are addressed. (CGCL; CHUM)

**LAPO 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LAPO 252 - Reading in Portuguese (3 credits)**

*Prerequisite: LAPO 151 or consent of instructor*

The student is introduced to the reading, analysis and discussion of modern literary and cultural texts from Portuguese-speaking countries. The emphasis is on the development of reading comprehension skills and vocabulary.

**LAPO 271 - Review of Portuguese Grammar (3 credits)**

*Prerequisite: LAPO 252*

This course is a review of the Portuguese language from the point of view of prescriptive grammar. Some consideration to dialectal variation is given as well. The overall objective of the course is to deepen students' understanding of the syntactic patterns of the language and increase students' lexicon. This course is conducted in Portuguese.



**LAPO 272 - Portuguese Composition (3 credits)**

*Prerequisite: LAPO 271*

The student develops writing skills utilizing sources from the Portuguese-speaking world. Different writing skills and styles are introduced and practiced. Systematic review of the language is conducted with emphasis on more advanced syntactic patterns. This course is conducted in Portuguese.

**LAPO 281 - Portuguese Conversation (3 credits)**

*Prerequisite: LAPO 271 or consent of instructor*

The students develop speaking skills utilizing media sources from the Portuguese-speaking world. Different topics of current interest are introduced and discussed. Systematic review of the language is conducted with emphasis on more advanced patterns. This course is conducted in Portuguese.

**LAPO 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LAPO 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## ■ PSYCHOLOGY

**PSYC 100 - Introductory Psychology (3 credits)**

This is a survey of the different processes such as perception, sensation, learning and emotion, with a discussion of the underlying physiological processes as well as an introduction to the more complex areas such as personality development, psychopathology, social influences and testing. Methods of investigation and research will be integrated with the above topics. *Offered either semester.* (CSOC)

**PSYC 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for credit. *Offered fall semester.*

**PSYC 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for credit. *Offered spring semester.*

**PSYC 150 - Orientation to the Psychology Major (1 credit)**

This course is an introduction to the department, its faculty and courses, with an emphasis on career planning and student development. The students will be introduced to the major fields in psychology with an emphasis on the importance of science and empiricism in understanding psychological phenomena. This course is recommended for anyone considering psychology as a major. All psychology majors must complete this course during their first year as a degree-seeking psychology major. This course is graded on a (P) Pass/(N) No Pass basis.

**PSYC 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**PSYC 200 - Non-Western Theories of Personality (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course examines the conceptual models of personality as they have appeared in non-Western traditions. Differences in focus, emphasis and views of the nature of the self are investigated as they relate to cultural world views such as Hinduism, Buddhism, Taoism and Confucianism. (CGCL; CMCL; CSOC)

**PSYC 201 - Statistics for Psychology (3 credits)**

*Prerequisite: PSYC 100 and MATH 100 or higher (except First and Second Year Seminars and MATH 408); or consent of instructor*

Statistics for Psychology is primarily a course that will introduce students to the application of statistics to the research process in psychology. Statistics are used to describe and to critically evaluate information. The two branches of statistics, descriptive and inferential statistics, will be covered in this course. Specific procedures that may be covered include measures of central tendency and variability, visual description of data, z-scores, correlation and linear regression, basic probability, parametric tests such as z-tests, t-tests, analysis of variance (ANOVAs), and non-parametric tests such as the chi-square test. (CQUR)

**PSYC 215 - Service-Learning in Psychology (3 credits)**

*Prerequisite: Consent of instructor*

Topics and partnerships with community agencies may vary from semester to semester. However, every semester students will have an opportunity to learn about some topic(s) in psychology, e.g., boys' development, girls' development, aging, mental illness, etc., and apply those concepts in work with a community partner. In regular class meetings students will read professional literature on the topic, reflect on that work in writing, discussions, media analyses and in other ways. In additional out-of-class experiences, students will engage in community service of some kind using what they have learned in class to inform the service work. Students will be active learners, and they will be encouraged to reflect on and evaluate the service work that they and their community partners do. The course may be repeated twice for a maximum of nine credits, though only the first three credits will count toward the psychology major.

**PSYC 224 - Child Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

An investigation of the growth and development of the child from conception to pre-adolescence will include both the influence of heredity and other biological factors as well as the social influences of child-rearing practices, family value systems and peer culture effects. Topics will include the development of verbal ability, conscience and moral judgment, personality and self concept. Current theories and research findings will be discussed in relation to the above topics.

**PSYC 226 - Adolescent Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

An investigation of the growth and development of the pre-adolescent and adolescent including both physical as well as psychological changes relating to intellectual, moral, emotional, personality and social aspects. Current theories and research findings will be discussed in relation to the above topics.

**PSYC 227 - Developmental Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course offers a survey of the life cycle by means of an integrated approach to understanding developmental processes and the individual. The developmental tasks of infancy, childhood, adolescence, and adulthood are viewed from a life-span perspective, with an emphasis on continuity and change.

**PSYC 230 - Cross-Cultural Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course examines various psychological processes such as self-perception, communication, decision-making, categorization of others, gender perception, aggression, conformity, and helping, from a cross-cultural perspective. Emphasis will be placed on cultural differences in psychological functioning. (CGCL; CMCL; CSOC)

**PSYC 239 - Psychology of Aging (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course examines the sensory, cognitive and social changes resulting from old age, including changes in learning, personality and pathology. Problems of adjustment will be discussed and integrated with research findings in gerontology. (Formerly PSYC 329)

**PSYC 242 – Biopsychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course is an introduction to biopsychology, the scientific study of the biology of behavior. A major component to this course involves a detailed analysis of the brain, including how neurons communicate with one another and the identification and functional significance of major brain structures. In this course, students will learn about a variety of systems including those involved in vision, attention, memory, language and movement. Additional topics include brain damage and neuroplasticity, drug addiction and the biopsychological examination of hunger and sleep. Emphasis will be on psychological correlates of neurophysiological processes. (Formerly PSYC 342)

**PSYC 269 - Psychology of Criminal Behavior (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This class covers basic psychological knowledge about the causes of crime and violent crime. Topics include biological causes of crime, family and childrearing causes, social causes, cognitive biases, and psychological and psychiatric issues and the role they play in criminal behavior. Case studies are examined, and basic research is reviewed. (Formerly PSYC 369)

**PSYC 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of six credits. Offered fall semester.

**PSYC 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of six credits. Offered spring semester.

**PSYC 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**PSYC 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**PSYC 310 - Social Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

The individual in social situations: attitude formation and change, culture and society, language and communication, leadership and group dynamics, personality characteristics and interpersonal relationships, small group behavior.

**PSYC 313 - Industrial and Organizational Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

The course will broadly cover the major themes represented by the study of industrial and organizational psychology. The first half of the semester will focus on areas such as job analysis, employee selection, training, performance appraisal and motivation. The second half of the semester will focus on employee behavior within an organizational framework.

**PSYC 320 - Research Methods in Psychology (3 credits)**

*Prerequisite: PSYC 100 and PSYC 201; or consent of instructor*

This course will focus on research methods in psychology. Students will learn how to conduct, comprehend and critically evaluate research methods used in a diversity of psychological research including, for example, biopsychology, child psychology, social issues, sensation and perception, and learning and motivation. Students will evaluate how real studies test theories and hypotheses and determine how to resolve the conflicting findings of previous research. Proper psychological experimental design and writing format will be emphasized. (CWRM)

**PSYC 337 - Cognitive Psychology (3 credits)**

*Prerequisite: PSYC 100 and at least nine hours in psychology; or consent of instructor*

The psychology of thinking, including historical and philosophical issues, process models, information theory, cybernetic, general systems and field theory approaches, visual and auditory cognition, psycholinguistics, memory and attention, problem solving and concept formation, with implications for mental retardation and learning disabilities.

**PSYC 344 - Drugs and Human Behavior (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

An exploration of psychoactive drugs and the way in which they are used in psychology today. Each drug will be studied in terms of the psychological, psychophysiological and behavioral theories of drug effects.

**PSYC 349 - Perspectives on the Holocaust (3 credits) Cross Listed with COMM/INTD 349**

*Prerequisite: PSYC 100*

This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for juniors and seniors.

**PSYC 350 - Special Topics in Psychology (3 credits)**

*Prerequisite: PSYC 100 and at least six hours in psychology; or consent of instructor*

Various and special topics of current interest in psychology will be offered from time to time. Topics will be announced prior to registration. May be taken more than once but only three credits will be counted towards the first 33 hours in the psychology major.

**PSYC 352 - Psychology of Learning (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

The shaping of behavior, laboratory conditioning, reinforcement, approach and avoidance of a goal, discrimination and generalization of physical cues and animal learning experiments. Experimental approaches to the study of human behavior. (Formerly PSYC 252)

**PSYC 355 - Behavior Analysis (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course systematically presents the principles that are necessary to analyze everyday human behavior. These principles are then applied to the treatment and prevention of a wide variety of behavior problems in education, clinical settings and the workplace. An emphasis is placed on the research methods used to assess the effectiveness of each procedure used to change behavior.

**PSYC 360 - Psychology of Personality (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

Basic concepts in the field of personality, organized around such topics as motivation, personality structure and dynamics, personality development, assessment and therapy. Problems and styles of adjustments will be considered.

**PSYC 370 - Abnormal Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

The primary purpose of this course is to define and classify the many different types of abnormal behavior. The genetic, biochemical and environmental causes for each category of behavior are presented. To a lesser degree, the most effective treatments and the degree to which the treatments are successful are evaluated.

**PSYC 399 - Pre-Honors Psychology Colloquium (1 credit)**

*Prerequisite: Enrollment in the Honors Program; and a grade of "B" or higher in PSYC 201 and PSYC 320; or consent of instructor*

Students will attend a one-hour weekly meeting designed to prepare them for completing an honors thesis. Outcomes for the course include choosing a research topic, choosing a mentor and developing a research proposal.

**PSYC 400 - Honors Psychology Colloquium (1 credit)**

*Prerequisite: PSYC 399 or consent of instructor*

Students will attend a one-hour weekly meeting that they will enroll in concurrent with PSYC 485 Honor Thesis for a total of two credits over two semesters. This course is defined to support and monitor students with their thesis progress with the objective of competing an honors thesis. This course may be taken twice for up to two credits.

**PSYC 410 - Applied Social Psychology (3 credits)**

*Prerequisite: PSYC 100 and PSYC 310; or consent of instructor*

This course examines how theories, principles, methods and research findings from social psychology can be applied to the understanding and solution of everyday social problems. Applications to clinical and health psychology as well as issues related to the legal system, education and the environment are examined. (Formerly PSYC 210)

**PSYC 421 - Psychology of Human Differences (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

The relative contributions of genes and environment to individual and group differences will be examined. Topics will include the description of human variability; gene/environment interactions; the heritability of cognitive abilities, personality, and psychopathology; and sex and age differences. (Formerly PSYC 321)

**PSYC 426 - Comparative Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course will introduce students to the use of evolutionary theory as an organizing mechanism in understanding both human and nonhuman behavior. We will examine behavior in terms of Tinbergen's four questions of nature: What is the cause of the behavior? How does the behavior develop? What is the function of the behavior? How did the behavior evolve? The course will also analyze the effects of natural selection, learning theory and cultural transmission in shaping the behavior of domestic and wild animal species. The course will culminate with a comprehensive research paper on an animal behavior topic of the student's choice.

**PSYC 427 - History of Psychology (3 credits)**

*Prerequisite: PSYC 100 and at least nine hours in psychology; or consent of instructor*

This course will cover psychology's philosophical, scientific and cultural foundations. It has been said that psychology has a brief history but a long past. As such, the course begins with ancient Greek psychological theories and progresses through Hellenism, Romanism, the Middle Ages, the Renaissance, the Enlightenment, the start of scientific psychology in the late 1800s, and the subsequent explosion of specialization that lead to modern psychological thinking. Eminent thinkers and intellectual trends will be addressed, as well as the rise of science and its impact on understanding behavior and the mind. (Formerly PSYC 319)

**PSYC 440 - Sensation and Perception (3 credits)**

*Prerequisite: PSYC 100 and PSYC 242; or consent of instructor*

This course explores the relationship between the nature of the environment and perceptual experience, including the sensory processes. Perceptual processes examined include spatial, pattern, and color perception, as well as our perception of time, depth and the perception of action and events. The relationship between perception, memory, cognition and behavior is investigated, with implications for our understanding of cultural differences, how we perceive personality and emotion and psychotherapeutic change. (Formerly PSYC 340)

**PSYC 445 - Psychology of Consciousness (3 credits)**

*Prerequisite: PSYC 100 and PSYC 242; or consent of instructor*

Consciousness studies are revolutionizing the ways in which we understand ourselves. The phenomena of consciousness will be examined from a variety of perspectives, incorporating the most recent research from the cognitive and neurosciences to explore the evolutionary and adaptive roles of consciousness. The relevance of this material to the study of personality, emotion, memory, learning, creativity and psychopathology will be addressed. The phenomena associated with altered states, dream cognition, hypnosis, meditation, imagery and visionary states will also be examined. This course will be of interest to clinicians and educators, as well as to anyone interested in discovering more about the nature of the human mind and consciousness. (Formerly PSYC 345)

**PSYC 460 – Neuropsychology (3 credits)**

*Prerequisite: PSYC 100 and PSYC 242; or consent of instructor*

This course is an introduction to neuropsychology focusing on the behavioral deficits that arise from brain pathology. This pathology includes diseases such as Alzheimer's and Parkinson's as well as other brain-related conditions such as stroke, tumors and head injury. Through this course students will learn about the history of neuropsychology, details of brain anatomy, various neuropsychological assessments, and the examination of behavioral deficits and neuropsychological profiles associated with a variety of brain disorders and/or conditions.

**PSYC 465 - Health Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course will review the critical role of behavior in health promotion and disease prevention. Theories and interventions related to health and behavior will be examined. The content of this course crosses the behavioral sciences, social sciences and medical sciences.



Students will learn to conceptualize health from biological, psychological and social perspectives. Those who will benefit from this course are students seeking to understand how behavior affects health and what behavioral change strategies can be used to improve health status. (Formerly PSYC 365)

**PSYC 470 - Clinical Psychology (3 credits)**

*Prerequisite: PSYC 100 and PSYC 360 and PSYC 370; or consent of instructor*

Survey of diagnostic and treatment procedures and resources in clinical work with children and adults; professional skills and responsibilities of the clinical psychologist. *May be taken for graduate-level credit.*

**PSYC 474 - Forensic Psychology (3 credits)**

*Prerequisite: PSYC 100 and PSYC 360 and PSYC 370; or consent of instructor*

A study of basic underlying assumptions of personality theory such as intentionality, nature/nurture and the knowability of man as these issues pertain to motive and bias as they manifest themselves in a judicial system. *May be taken for graduate-level credit.*

**PSYC 485 - Honors Thesis I (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students with consent of instructor; formal application required*

Two two-hour weekly meetings with the thesis director will culminate in an honors thesis. The honors student will normally enroll in this course during the fall semester of the senior year and complete the course during the spring semester of the senior year, earning a total of six credits. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Department Honors Committee.

**PSYC 490 - Senior Seminar (3 credits)**

*Prerequisite: PSYC 100 and 15 hours in psychology; or consent of instructor*

Topical areas of psychology will be offered to allow seniors an opportunity to engage in an extended writing project and to make individual presentations and critique each other through writing and discussion. Topics will be announced in advance. (CWRM)

**PSYC 493 - Practicum: Peer Assisted Learning (3 credits)**

*Prerequisite: A grade of "B" or better in courses which the student will serve as a peer educator and consent of department; formal application required*

As part of the practicum, qualified students will complete the Peer Tutor Training Program offered through the Academic Achievement Center, designed to assist students in the development of the knowledge and strategies essential for serving as a peer educator. Students will also be assigned to and attend a designated class in the Department of Psychology throughout the semester. Working under faculty supervision, students will schedule, prepare and conduct study sessions for students outside of class, consistent with recognized practices, and may assume other appropriate responsibilities. Students will work with only one class per semester. This course may be taken up to four times for a maximum of 12 credits, not more than two times in the same course.

**PSYC 496 - Personnel Practicum (3-15 credits)**

*Prerequisite: PSYC 100 and consent of the department; formal application required*

Direct application of psychological principles to actual personnel issues and problems in an organization such as business, industry, government, etc. Open only to seniors who wish to gain first-hand experience. Graded on a (P) Pass/(N) No Pass basis. *May be taken for graduate-level credit.*

**PSYC 497 – Research (1-3 credits)**

*Prerequisite: PSYC 100 and consent of the department; formal application required*

This course includes an individual or group research project. The course is for students interested in conducting research under the supervision of faculty member or working on a faculty member's research project. May be taken for a maximum of six credits. *No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.*

**PSYC 498 - Clinical Practicum (3-15 credits)**

*Prerequisite: PSYC 470; consent of the department; formal application required*

This practicum is open to juniors and seniors who wish to have the opportunity to gain first-hand experience in applying psychology in a clinical setting. This course may be repeated for a maximum of 15 credits. Graded on (P) Pass/(N) No Pass basis. *No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.*

**PSYC 499 - Directed Study in Psychology (1-3 credits)**

*Prerequisite: PSYC 100; consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue



a project independently. This course may be taken twice for a maximum of six credits. *No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.*

### **PSYC 500 - Developmental Human Psychology (3 credits)**

*Prerequisite: Matriculation in graduate program in psychology or counseling; or consent of instructor*

This course provides a comprehensive foundation for the study of human psychology from a developmental perspective. The scope and current thinking in each of the five cognate areas will be examined, including cognition/perception, neuropsychology, psychopathology, learning and social psychology. Current research theory, application and conceptual structure within each area will be reviewed. Considerable attention will be placed on the interface between theory and practice.

### **PSYC 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

### **PSYC 504 – Research (1-4 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Original research undertaken by the graduate student in a specific field. Students initially enroll in PSYC 504 for four credits, and subsequently enroll for one credit each term thesis work continues. For details, consult the paragraph entitled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog.

### **PSYC 505 - Research Methods and Design I (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

This course includes two semesters of integrated statistical procedures and research design skills. Special emphasis will be placed on methodological issues that are likely to confront the graduate in applied settings. In addition to covering traditional statistical and design concepts, special applied research tools such as survey methodology, program evaluation "small-N" designs, non-parametric and multivariate models will be presented. The course will be very closely tied to the use of commonly available statistical packages such as SPSS, BMD, ALICE and STP. The course will reflect a strong experiential component including data collection, analysis and interpretation.

### **PSYC 506 - Research Methods and Design II (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

This course includes two semesters of integrated statistical procedures and research design skills. Special emphasis will be placed on methodological issues that are likely to confront the graduate in applied settings. In addition to covering traditional statistical and design concepts, special applied research tools such as survey methodology, program evaluation "small-N" designs, non-parametric and multivariate models will be presented. The course will be very closely tied to the use of commonly available statistical packages such as SPSS, BMD, ALICE and STP. The course will reflect a strong experiential component including data collection, analysis and interpretation.

### **PSYC 508 - Advanced Seminar (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

Various and special topics of current relevance in psychology, to be dealt with in depth, will be offered from time to time. Topics will be announced before pre-registration. May be taken more than once.

### **PSYC 509 - Foundations of Clinical Practice (3 credits)**

*Prerequisite: Matriculation in graduate program in psychology or counseling; or consent of instructor*

This course will prepare the clinician for practicum/internship training by considering the following: 1) historical overview of the profession; 2) multidimensional identity and roles of the mental health professional; 3) practice issues and issues related to federal and state legislation dealing with, for example, duty to warn, confidentiality and mandated reporting; 4) the variety of clinical settings and mental health delivery systems, including principles, theories and techniques of evaluation and management; 5) ethical and legal standards of psychological professional organizations; 6) experimental learning and the use of supervision; 7) report writing and note-keeping for clinicians; 8) self-evaluation.

### **PSYC 511 - Theories of Psychotherapy (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

The major counseling theories are explored in an academic and experiential format. Role-playing and videotaping of the theories are common modalities. A sampling of the theories discussed are Reality Therapy, Behavior Therapy, Rational Emotive Therapy, Gestalt Therapy, Transactional Analysis, Client Centered Therapy and the Psychoanalytic Model. (Formerly PSYC 570)

### **PSYC 512 - Evaluation Techniques (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

The course will begin with traditional components of psychological testing, including test construction, test development, test administration and test interpretation. Specific training will be placed on frequently administered clinical tests (e.g., MMPI, WAIS, and WISC). Beyond traditional test theory, students will be exposed to contemporary evaluation devices including behavioral assessment, interview data and naturalistic observation. (Formerly PSYC 573)

**PSYC 513 - Psychopharmacology for Nonmedical Professionals (3 credits)**

This course examines modern drug treatment for mental disorders, including schizophrenia, mania, depression and anxiety. The types of drugs – antipsychotics, antidepressants, antianxiety and sedative-hypnotics – are discussed in conjunction with diagnostic factors, effectiveness, side effects, risk, and biological actions. Psychotherapeutic and ethical concerns are considered.

**PSYC 516 - Multicultural Counseling (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of instructor*

This skill-based course will further develop the students' working knowledge and basic competency in multicultural counseling theory and application. To this end, the course will focus on the counselor on both a professional and personal level. Additionally, the course will examine salient and population specific issues related to the life experiences of the culturally "different" client and how such experiences impact on the counseling relationship and process. Underlying values and assumptions associated with widely used traditional counseling interventions and their appropriateness with non-mainstream populations will be explored. Traditional and nontraditional culturally consonant counseling approaches will also be discussed.

**PSYC 517 - Career Information and Placement (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of instructor*

This course will review concepts, issues, and trends in the field of career education. It is designed to consider the role of the counselor in the career decision making process, as well as current issues in the facilitation of career decisions for women, men, couples and "minority" persons. Topics will include, but may not be limited to, selected theories of career-life planning and development; techniques designed to bring about greater awareness of needs, values, interests and abilities related to career decision-making; and a range of techniques counselors may choose to facilitate work with clients. Pre-practicum field component included.

**PSYC 518 - Theory and Process of Group Interaction (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of instructor*

An examination of the theories and processes of group dynamics and their relationship to counseling philosophy. Special emphasis will be placed on the synthesis of leadership, membership, and purpose, as well as the evaluation of the appropriateness of various group counseling applications.

**PSYC 520 - Theories of Development (3 credits)**

*Prerequisite: PSYC 224; and PSYC 360 or equivalent; and consent of instructor*

This course will contrast and compare the major models of development: cognitive-structural, psychoanalytic and behaviorist, with special emphasis on their a priori assumptions and research strategies. Works of Piaget, Werner, Freud, Erikson, Skinner, Spence and others will be examined.

**PSYC 526 - Childhood Psychopathology (3 credits)**

*Prerequisite: Matriculation in the MA in Psychology program or consent of instructor*

The nature, etiology, consequences and prevention of the major emotional disorders of children, considered from a developmental viewpoint. Areas include emotional problems of normal children as well as serious psychopathology. Primary emphasis is on psychological factors responsible for deviance. Some attention to organic and constitutional factors.

**PSYC 541 - Psychotherapy: Theory and Practice I (3 credits)**

*Prerequisite: Matriculation in MA program in psychology or consent of instructor*

This course is designed for graduate students in clinical psychology who are interested in developing effective therapeutic techniques for working with older adolescents and adults. The course will examine psychopathology from a developmental perspective. From this model, various approaches (humanistic, behavioral, cognitive and psychodynamic) to therapy will be applied and evaluated. No preferred treatment modality will be espoused, rather, students will be expected to make use of a combination of techniques and integrate various forms of psychotherapy. Moreover, contextual factors related to diversity will be integrated throughout the course.

**PSYC 542 - Psychotherapy: Theory and Practice II (3 credits)**

*Prerequisite: Matriculation in MA program in psychology or consent of instructor*

This course is designed for graduate students in clinical psychology who are interested in developing effective therapeutic techniques for working with young children and early adolescents. The course will examine child psychopathology from a developmental perspective. From this model, various approaches (humanistic, behavioral, cognitive and psychodynamic) to child therapy will be applied and evaluated. No preferred treatment modality will be espoused, rather students will be expected to make use of a combination of techniques and integrate various forms of psychotherapy. Moreover, contextual factors related to diversity will be integrated throughout the course.

**PSYC 543 - Marital and Family Therapy (3 credits)**

*Prerequisite: Matriculation in MA program in psychology or consent of instructor*

This course is an examination of the treatment strategies for marital and family systems. Attention will be given to: 1) history and development of marital and family therapy, 2) current schools of therapy, 3) strategies of intervention, 4) the role of the therapist in marital and family work, 5) professional standards for marital and family therapy.

**PSYC 575 – Psychopathology (3 credits)**

*Prerequisite: Matriculation in psychology MA program or consent of instructor*

An examination of the classification, symptoms and treatment of the types of psychopathology listed in the DSM III-R or its revisions. Special focus will be given to differential diagnosis issues and intervention strategies.

**PSYC 580 - Trauma and Loss (3 credits)**

*Prerequisite: PSYC 500 and PSYC 509 and PSYC 511 and PSYC 541; or consent of instructor*

This course explores issues related to human suffering which can halt, derail, alter and challenge the process of personality development. Building upon earlier courses, advanced graduate students will work to integrate how specific developmental challenges impact identity-formation and relate to the process of psychotherapy. A variety of approaches will be used to understand treatment with traumatized or bereaved persons; processes of vicarious traumatization and its prevention are also explored. Psychological understanding of the symptoms and treatment of these issues will be examined through clinical and developmental theory, case summaries and current research. Students will examine how these texts relate to their clinical experiences of trauma and loss in order to further develop professional skills. *Offered spring semester.*

**PSYC 591 - Clinical Practicum (3 credits)**

*Prerequisite: Both the completion of the first year coursework (PSYC 505, PSYC 506, PSYC 509, PSYC 511, PSYC 512, PSYC 575) and the approval of the Psychology Graduate Committee*

The Clinical Practicum will prepare students to work in mental health settings, providing opportunities to observe and assist under supervision. 100 hours required, including a minimum of 40 hours direct service work; 10 hours of individual supervision; and 20 hours of group supervision. One credit each semester: complete in two semesters, 50 hours a semester, working 3.5 hours each week. Two credits: complete in one semester, for 100 hours, working 7 hours each week. May be taken more than once but must total minimum of 100 hours (2 crs).

**PSYC 592 – Internship (3-6 credits)**

*Prerequisite: PSYC 591 and matriculation in MA program in psychology; consent of department; formal application required*

The internship will allow students to apply the skills acquired through classroom and practicum work. Students will be placed in mental health settings and will receive extensive supervision. Required 600 hours, including a minimum of 240 hours direct service work, 15 hours of individual supervision, and 30 hours of group supervision. It may not be taken for more than six credit hours in a single semester. Once begun, the internship must be taken in consecutive semesters. May be completed in two semesters (six credits each semester) for 300 hours each semester, working 20 hours each week, or completed in four semesters (three credits each semester) for 150 hours each semester, working 10 hours each week. Must be taken more than once and must total a minimum of 600 hours (12 credits).

## Psychology: Other Approved Courses

**PSYC 211 - Research Methods I****PSYC 212 - Research Methods II****PSYC 338 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students with PSYC 100 and consent of instructor*

Special topics in psychology. Three hourly meetings weekly.

**PSYC 339 - Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students with PSYC 100 and consent of instructor*

Special topics in psychology. Three hourly meetings weekly.

## ■ READING

**READ 503 - Directed Study (1-3 credits)**

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the

paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**READ 540 - Early Childhood Literacy Instruction (3 credits)**

Intended as a content area graduate course in reading for the early childhood educator, this course features many instructional practices that promote language, literacy and learning in the young learner. In a review of current research, teachers learn and apply identified "best practices" in listening, speaking, reading, writing and thinking. Topics include linguistics, discourse, concepts of print, phonemic awareness, phonics, comprehension, authentic assessment, shared reading and writing, and guided reading and writing. Through an understanding of theories that support best practices, teachers develop specific strategies for observing and supporting young learners as they become successful, independent, and thoughtful readers and writers. *Offered spring and fall semesters, and summer session II.*

**READ 541 - Elementary School Literacy Instruction (3 credits)**

Intended as a content area graduate course in reading for the elementary school educator, this course features many instructional practices that promote language, literacy and learning in the developing literate. In a review of current research, teachers learn and apply identified "best practices" in listening, speaking, reading, writing, viewing and producing. Topics include assessment, word analysis, vocabulary, narrative and expository text structures, guided reading and writing, comprehension strategies and study skills. Through an understanding of theories that support best practices, educators develop specific strategies for observing and supporting students as they become successful, independent and thoughtful readers and writers. *Offered spring and fall semesters, and summer session II.*

**READ 545 - Global Literacies: Discovering the World in the Elementary Classroom (3 credits)**

Master's candidates who are practicing teachers continue to prepare for their role in the Massachusetts classroom by considering, examining, practicing and planning for effective teaching and learning environments. Through the application of an inquiry -based, cross-curricular approach to literacy instruction, they will discover that the human world can be a central feature of the language arts plan. The course is designed to provide practical approaches, materials and plans for engaging children in the discovery of the nature of the planet earth, the nature of human beings as a species and the nature of global social structures, all in the context of the immediate world in their neighborhood.

**READ 546 - New Literacies for Internet Comprehension (3 credits)**

*Prerequisites: Access to a personal computer/laptop with printer and regular access to Internet connection, browsing capability and e-mail. May not be audited. Please see the Bridgewater State University website for information about Web and Web-based courses.*

This course seeks to qualify educators in preparing youth for the challenges of reading comprehension in an age of online information through research-based instruction and Web inquiry. Leu, Kinzer, Coiro, and Cammack (2004) identify these five skills as asking questions, locating information, critically evaluating information, synthesizing information and communicating information. "New literacies" is the term referred to as these reading comprehension skills require novel strategies on the Internet and take a new literacies theoretical perspective. Educators develop an in-depth understanding of the role of the Internet in literacy development and the impact of the historical connections between literacy, learning, technology and culture.

**READ 547 - Teaching English Learners to Read and Write (3 credits)**

In this course, educators will learn an effective framework regarding the levels of language development in listening, speaking, reading and writing for English learners. Educators will acquire effective strategies for creating conditions that support students' first languages and in becoming proficiently literate in their first and subsequent languages. Educators will learn to develop culturally and developmentally responsive approaches to teaching English learners to read and write, with specific attention to assessment and instructional planning, the relationship between speech and print, word identification and vocabulary, beginning reading and writing practices and content area reading/writing/technology connections.

**READ 548 - Case Studies in Dual Language Instruction: Theory and Practice (3 credits)**

Population and demographic changes in the United States in recent decades have resulted in a dramatic increase in student populations whose learning needs would be best met in a multilingual learning environment. Classroom teachers in this course prepare for their role in meeting the needs of an increasing population of second and third language pupils in the Commonwealth of Massachusetts. This course is designed to provide a direct, concrete, case-study learning experience in the lives of at least two families inhabiting such multilingual life worlds. This course is also designed to offer a comprehensive theoretical foundation in the history and conceptual frameworks related to second language instruction in the United States.

**READ 549 - Reading in the Content Areas (3 credits)**

In a workshop format, educators use their own textbooks to develop exercises that aid their students in comprehending expository text. Direct and indirect strategies for teaching vocabulary, reading processes, skill acquisition, study guides and levels of questioning are analyzed and utilized as they apply to different content material. May not be audited. Includes 25 hours of fieldwork.

**READ 550 - Improving Literacy Instruction (3 credits)**

Literacy educators are introduced to the subject matter that constitutes effective literacy instruction (all levels). They examine classroom

practices that are consistent with the socio-psycho-linguistic theories of learning and develop a knowledge base of literacy instruction that benefits students' comprehension and expression of a variety of texts. May not be audited. Includes 25 hours of fieldwork.

**READ 551 - Case Studies in Literacy Acquisition and Development (3 credits)**

Through case studies, literacy educators develop an understanding of first and second language acquisition and development. Knowledge of sociocultural, psychological, linguistic and cognitive functions that impact reading and writing processes provides the foundation for individual and group instruction and assessment. May not be audited. Includes 25 hours of fieldwork. *Offered summer session II and fall semester.*

**READ 552 - Literacy Assessment Principles and Techniques (3 credits)**

*Prerequisite: READ 551 and matriculation in the MEd in Reading; or consent of program coordinator*

Literacy educators use observation techniques and formal and informal diagnostic procedures to measure and monitor students' literacy processes and behaviors. They analyze assessment data and recommend a model of diagnostic instruction that addresses students' strengths and weaknesses. The resulting report is made available to parents and allied professionals. May not be audited. Includes 25 hours of fieldwork. *Offered spring semester and summer session II.*

**READ 553 - Issues in Literacy Education for Social Justice (3 credits)**

*Prerequisite: READ 550 and matriculation in the MEd in Reading; or consent of program coordinator*

In a context of rapidly changing demographics, economies and technologies, literacy educators prepare to lead in matters of curriculum and instruction for the 21<sup>st</sup> century. Through extensive reading, writing, research, discussion and debate, they advance their thinking in a range of complex political and educational issues which impact the local, national and global communities. May not be audited. Includes 25 hours of fieldwork. *Offered spring semester and summer session II.*

**READ 554 - Research in Literacy Teaching and Learning (3 credits)**

*Prerequisite: Matriculation in the MEd in Reading; or consent of program coordinator*

Literacy educators explore numerous research traditions and methods, including ethnographic, descriptive, correlational, experimental and multivariate. They develop a research project that demonstrates a fundamental understanding of the methodology, data collection procedures and analysis techniques that are central to a range of research, assessment and instructional perspectives and policy work. May not be audited. Includes 25 hours of fieldwork. *Offered fall semester and summer session II.*

**READ 555 - Supervision and Administration of Literacy Programs (3 credits)**

*Prerequisite: READ 550 and READ 552 and matriculation in the MEd in Reading; or consent of program coordinator*

In order to develop a more literate environment, literacy educators draw on their professional knowledge base and state and national standards to assess a school-wide literacy program, analyze assessment data, develop a literacy plan, and provide a variety of opportunities for professional development and parental support. This firmly establishes them in the role as mentor and coach. May not be audited. Includes 25 hours of fieldwork. *Offered fall semester.*

**READ 556 - Literacy Curriculum Development and Implementation (3 credits)**

*Prerequisite: READ 555 and matriculation in the MEd in Reading; or consent of program coordinator*

Literacy educators consider current and historical perspectives in examining various curriculum models. This forms the basis for evaluating a local curriculum and examining the research foundations for state frameworks. May not be audited. Includes 25 hours of fieldwork. *Offered spring semester.*

**READ 558 - Practicum Experience I for the Reading Specialist (3 credits)**

*Prerequisite: READ 550 and READ 551 and READ 552 and READ 553 and READ 554 and READ 555 and READ 556; application approved by adviser, field placement supervisor, program coordinator and dean of College of Education and Allied Studies and evidence of one of the following: (a) an active MA DESE licensure as Reading Specialist or (b) a passing score on the Massachusetts Tests for Educator Licensure® (MTEL) for Reading Specialist (08)*

Literacy educators assume the role of reading specialists and English Language Arts (ELA) curriculum leaders in working with students, teachers and the entire school community in a supervised 200-hour field experience. READ 558 and READ 559 are taken consecutively and considered to be a yearlong supervised 400-hour field experience. *Offered spring and fall semesters.*

**READ 559 - Practicum Experience II for the Reading Specialist (3 credits)**

*Prerequisites: READ 558 and application approved by adviser, field placement supervisor, program coordinator, dean of College of Education and Allied Studies*

Literacy educators extend and enhance their work as reading specialists and ELA curriculum leaders in working in a supervised 200-hour field experience. In addition to required course work, READ 558 and READ 559 are required in order to receive college endorsement for licensure with the Massachusetts Department of Elementary and Secondary Education as Reading Specialist (all levels). May not be audited. Includes 200 hours fieldwork. *Offered spring and fall semesters.*



**READ 560 - Literacy Research Seminar (3 credits)**

*Prerequisites:* READ 552 and READ 553 and READ 554 and READ 556; and evidence of one of the following: a) an active MA DESE licensure as reading specialist or b) a passing score on the Massachusetts Test for Educator Licensure® (MTEL) for Reading Specialist (08)

Literacy educators examine, review, analyze and reflect upon their academic and professional development. They conduct and report on an in-depth, systematic investigation of literacy programs and practices. READ 560 is a yearlong companion course to READ 558 and READ 559. May not be audited.

**READ 570 - Special Topics in Literacy Education (1-4 credits)**

*Prerequisite:* Course prerequisite may be specified depending on the nature of the topic

Special topics of current relevance in literacy education will be offered. The topic to be addressed will be announced prior to registration. May not be audited. May be taken more than once.

**READ 650 - Research in Literacy Curriculum and Instruction (3 credits)**

*Prerequisite:* Matriculation in CAGS in Reading; course restricted to cohort members

As consumers of educational research, literacy educators develop a knowledge base of varied research methodologies. As producers of educational research, they select a topic, conduct a review of literature related to their topic, design a research procedure and submit a research proposal for approval. Includes 25 hours of fieldwork.

**READ 651 - Socio-Psycholinguistics and Critical Literacy (3 credits)**

*Prerequisite:* Matriculation in CAGS in Reading; course restricted to cohort members

A review of reading instruction in the United States gives literacy educators a historical perspective for understanding the work of researchers, teachers and curriculum developers in responding to rapidly changing materials, media forms and technologies. They examine theoretical processes and models of reading and writing to develop an in-depth understanding of socio-psycholinguistic and critical theories of language, literacy and learning. Includes 25 hours of fieldwork.

**READ 652 - Cultural Foundations of Literacy (3 credits)**

*Prerequisite:* Matriculation in CAGS in Reading; course restricted to cohort members

Literacy educators develop a cognitive framework and consciousness for the complexities of the literacy event as it is shaped by social, cultural and political functions of language and literacy learning. They examine models of language processes as heuristic devices for generating theories of linguistic behaviors in our local and global societies. Includes 25 hours of fieldwork.

**READ 653 - Diagnosis, Assessment, and Evaluation of Student Performance and Program Effectiveness (3 credits)**

*Prerequisite:* Matriculation in CAGS in Reading; course restricted to cohort members

Literacy educators learn and practice diagnostic, decision-making procedures for informing literacy curriculum and instruction for individuals and groups. The diagnostic process guides the literacy specialist in gathering and integrating background information, previous and current data as well as ancillary information pertinent to more individualized forms of clinical instruction (as needed) and to more effective group practices in the N-12 spectrum. Includes 25 hours of fieldwork.

**READ 654 - Principles and Programs in Professional Development (3 credits)**

*Prerequisite:* Matriculation in CAGS in Reading; course restricted to cohort members

Through data-driven supervision and administration of reading and literacy programs, literacy educators examine and reflect upon their roles as professional leaders and agents of change in their schools and communities. Guided by a thorough knowledge of socio-psycholinguistic and critical theories and of the demand for raising professional standards, they cultivate leadership in collegial partnerships and relationships by creating a more literate environment and engaging in more effective learning and teaching practices. Includes 25 hours of fieldwork.

**READ 655 - Case Studies in N-12 Literacy Curriculum and Instruction (3 credits)**

*Prerequisite:* Matriculation in CAGS in Reading; course restricted to cohort members

Literacy educators engage in N-12 district case studies. They use a variety of techniques to assess and evaluate the effectiveness of the existing language arts curriculum. Through related initiatives, they develop a well-documented report of program strengths and needs and make specific standards-based recommendations for the implementation of more effective literacy curriculum, instruction and assessment. Includes 25 hours of fieldwork.

**READ 670 - Seminar for Advanced Studies in Literacy (3 credits)**

*Prerequisite:* Course restricted to cohort members

Literacy educators develop a foundation for curriculum leadership in language, literacy and learning. They examine and explore educational values and trends and create a vision for literacy education at all levels. Through this process, they identify an area of instructional practice for additional research. Includes 25 hours of fieldwork.



**READ 680 - Research Project in Exemplary Literacy Practice (3 credits)**

*Prerequisite: Consent of program coordinator; formal application required*

Working with a faculty member from the graduate programs in reading, the candidate for the Certificate of Advanced Graduate Study (CAGS) in Reading will refine a research proposal developed in READ 650: Research in Literacy Curriculum and Instruction, conduct a research study, analyze and interpret data gathered from the study, draw conclusions and make recommendations. The CAGS in Reading candidate will refine a website developed in INST 552 Multimedia for Educators, which includes all aspects of this research project, and will present and defend this research project and website at a CAGS Research Project Defense Presentation. This course is graded on a (P)Pass/(N) No Pass basis.

**READ 681 - CAGS Literacy Practicum (6 credits)**

*Prerequisite: For those not already holding a MA DESE license as a Reading Specialist: a passing score on the Massachusetts Test for Educator Licensure® (MTEL) for Reading Specialist (08); and READ 650 and READ 651 and READ 652 and READ 653 and READ 654 and READ 655 and READ 670; and INST 551 or approved course substitution; and an application approved by adviser, field placement supervisor, program coordinator and dean of the College of Education and Allied Studies; course restricted to cohort members*

In this culminating experience, literacy educators provide leadership through the administration and supervision of language and literacy programs. They implement the approved research project proposed in READ 650. The implementation, documentation and resulting multimedia electronic thesis combine evidence of a successful practicum experience. Includes 25 hours of fieldwork.

**READ 682 - CAGS Literacy Practicum (1 credit)**

*Prerequisite: Approval of program coordinator; course restricted to cohort members*

This course is required of candidates who have not completed and/or successfully defended their project and electronic thesis in the preceding semester. Such candidates will register for READ 682 each semester thereafter (fall and spring) until the project has been completed. Course is graded on a (P) Pass/(N) No Pass basis.

## ■ RECREATION

**RECR 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**RECR 230 - Introduction to Recreation (3 credits)**

The history of recreation from primitive human to the present. Philosophies of recreation, leisure, work and play are presented. Recreation services and career opportunities are discussed. Professional organizations and literature are reviewed. *Offered fall semester.*

**RECR 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**RECR 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building

the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**RECR 324 - Recreation for Individuals with Disabilities (4 credits)**

This course will address etiology, treatment, and functional physical, motor, and behavioral skills of individuals with disabilities. In addition, the course will explore accessible recreational facilities as well as a variety of activity settings, ranging from most restrictive to full inclusion. Special emphasis will be given to individuals with sensory impairments, limited intellectual capacity, neuromuscular disorders, chronic health conditions and unique needs among aging populations. Laboratory experiences will include an exploration of program delivery systems and services. Two hours of lecture and one two-hour laboratory weekly.

**RECR 330 - Theory and Principles of Leisure (3 credits)**

A course designed to provide the student an opportunity to explore the impact of leisure on society and the individual. Economic, educational, social and psychological phenomena and the force each has on leisure are examined. *Offered alternate years.*

**RECR 331 - Outdoor Recreation Resources (3 credits)**

*Prerequisite: RECR 230*

Study of the design, effective use, management and programs of outdoor recreation and conservation areas. *Offered alternate years.*

**RECR 332 - Leadership and the Group Process (3 credits)**

*Prerequisite: RECR 230 which may be taken concurrently*

This course provides theory and experiences necessary to develop an understanding of leadership, group dynamics and effective group skills. *Offered fall semester.*

**RECR 461 - Organization and Administration in Recreation (3 credits)**

*Prerequisite: RECR 230*

Organization and administration of recreation at public, private and commercial agencies are examined. Planning, organizing, directing, controlling and evaluating leisure services are included. *Offered spring semester. May be taken for graduate-level credit.*

**RECR 462 - Programming for Recreation and Leisure (3 credits)**

*Prerequisite: RECR 230*

The opportunity to plan, conduct, evaluate and observe a wide variety of both on-campus and community-based programs and activities. *Offered spring semester. May be taken for graduate-level credit.*

**RECR 463 - Current Issues in Recreation and Leisure Service (3 credits)**

This course will provide for the study of selected current issues and changing trends in recreation and leisure service. *May be taken for graduate-level credit.*

**RECR 475 - Games Leadership Workshop (3 credits)**

This workshop is designed for people interested in building relationships through play in games. The games emphasis will move away from the familiar competitive play experience to the non-competitive, supportive and cooperative play experience. Participants will develop a repertoire of games suitable for all ages. Leadership competence will provide participants with the tools to take games to others in schools, business, community groups and the family. *Offered alternate years. May be taken for graduate-level credit.*

**RECR 498 - Field Experience in Recreation (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*

A field experience offers qualified students the opportunity to gain practical experience in their field of study. Placements are made in both public and private agencies and are designed to complement the student's theoretical study. This course may be repeated for a maximum of 15 credits.

**RECR 499 - Directed Study in Recreation (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

## **Recreation: Other Approved Courses**

**RECR 333 - Camp Leadership and Organized Camping (3 credits)**

A study of organized camps and camping programs with particular emphasis on program planning, selection and training of staff and administrative details in organized camping. *Offered alternate years.*

## ■ RUSSIAN

### **LARU 101 - Elementary Russian I (3 credits)**

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

### **LARU 102 - Elementary Russian II (3 credits)**

*Prerequisite: LARU 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

### **LARU 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **LARU 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **LARU 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived.*

*Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **Russian: Other Approved Courses**

### **LARU 151 - Intermediate Russian I**

### **LARU 152 - Intermediate Russian II**

## ■ SCIENCE - GENERAL

**GSCI 507 - Topics in Technology/Engineering for the Middle School Teacher (3 credits)**

*Prerequisite: GSCI 501*

This course presents selected areas of Middle School level (grades 5-8) Technology/Engineering as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Possible topics include the design process, impact of technology on nature, future technologies, tools and machines of technology, resources and technology in communication, transportation and power.

**GSCI 560 - Special Topics in Science Teaching (1-3 credits)**

This course uses the content-rich problem-based integrated science approach and covers special topics of current relevance in science education. This course will weave science standards and instructional strategies with the science content. The topic to be addressed will be announced prior to registration. The course may be repeated for different topics.

## Science - General: Other Approved Courses

**GSCI 505 - Topics in Physical Sciences for the Middle School Teacher****GSCI 506 - Topics in Earth/Space Sciences for the Middle School Teacher****GSCI 508 - Integrated Science for the Middle School Teacher**

### ■ SCIENCE - NATURAL

**NSCI 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**NSCI 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**NSCI 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**NSCI 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**NSCI 521 - Watersheds: Stream Ecology, Water Quality and Land Use (4 or 6 credits)**

*Prerequisite:* A course in ecology or environmental science and one course in either chemistry, earth science or geography

Part I, spring semester workshops two weeks in Summer Session II; Part II, fall semester workshops and/or watershed project. This is an interdisciplinary course primarily for teacher professional development in stream ecology, water quality and land use impacts in local watersheds. The RiverNet Watershed Access lab will be used to advance local community watershed initiatives that improve water quality and protect watershed resources. Workshops and projects will emphasize hands-on training in stream ecology, aquatic insect identification, water quality assessments and the use of Massachusetts GIS (Geographic Information Systems). The project goal will be to evaluate land use impacts on the water quality of a stream or river in the local community of each team. A local watershed initiative project will be developed by each participant and presented in a Watershed Access Lab one-day conference. Four credits require Saturday workshops, eight-day summer institute and a one-semester watershed project presented at the WAL Conference. Six credits require Saturday workshops, eight-day summer institute and summer research project report, and an academic year watershed project presented at the WAL Conference. *Offered spring and fall semesters, and summer II.*

**NSCI 522 - Watershed Analysis: Topics and Techniques (1-3 credits)**

*Prerequisite:* NSCI 521 or consent of instructor

Designed primarily for watershed educators and secondary teachers to develop in-depth skills in watershed studies, this course allows for various specialized offerings as short courses of one or two credits. Short course topics will address specific issues and techniques pertaining to watershed studies that will also serve the continuing needs of teachers and watershed educators for professional development. Potential topics could include using Massachusetts GIS for watershed land use analysis, techniques for biomonitoring and historical geographic analysis of watershed land use. This course may be repeated with different topics for a total of three credits.

## Science - Natural: Other Approved Courses

**NSCI 514 - Scientific Telecommunications**

### ■ SCIENCE - PHYSICAL

**PHSC 501 - Problem Solving in Physical Science (3 credits)**

This is the introductory course for the MAT in Physical Science Program. This course uses a content-rich, problem-based approach. The course will introduce the process and culture of teaching physical science. This course will weave the Curriculum Frameworks and MCAS expectations with instructional strategies. Students will be introduced to resources for teaching physical science.

**PHSC 590 - Integrated Physical Science (3 credits)**

This is the capstone course for the MAT in Physical Science Program. The course will continue and refine the process and culture of teaching physical science. This course uses a content rich, problem-based integrated science approach. The course will allow students to bring together their content mastery in science with the pedagogy developed in their education courses and develop ways to put them into practice.

## Science - Physical: Other Approved Courses

**PHSC 503 - Directed Study**

### ■ SOCIAL WORK

**SCWK 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite:* Open to Commonwealth Honors students and others at the discretion of instructor

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered fall semester.*

**SCWK 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite:* Open to Commonwealth Honors students and others at the discretion of instructor

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered spring semester.*

**SCWK 199 - First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above.



Students with 24 or more transfer credits will have this requirement waived. First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **SCWK 250 - Introduction to Social Welfare (3 credits)**

*Prerequisite: PSYC 100 or SOCI 102*

This course includes the analysis of the conceptions of social welfare, the historical development and function of social welfare and the value systems underlying the political, economic and social response to human needs. It offers an overview of the roles of the social worker and the varied settings in which interventions are employed. Includes a 30-hour service-learning experience. *Offered either semester. (CSOC)*

### **SCWK 270 - Social Work Issues of Diversity and Oppression (3 credits)**

This course introduces students to the life-long learning process of (1) addressing issues of power and privilege and (2) developing culturally competent social work practice. Students will explore issues related to working with diverse groups of people locally and globally with regards to gender, ethnicity, race, citizenship status, sexual orientation, gender identity, socio-economic level, ability status, age and faith. Emphasis will be placed on defining and developing skills for culturally competent social work generalist practice through students' self-reflection, experiential learning, and critical analysis of social inequalities. This course aims to ground students in a strengths based/empowerment model and to support students in their work towards a more socially just world. (CMCL; CSOC)

### **SCWK 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and others at the discretion of instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered fall semester.*

### **SCWK 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia allow Honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. This course may be repeated for a maximum of three credits. *Offered spring semester.*

### **SCWK 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **SCWK 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **SCWK 304 - The Psychosocial Development of Women (3 credits) Cross Listed with WMST 304**

This course will provide an introduction to "women's reality" in terms of current research on women's values and needs. The course will cover such topics as power and conflict, sexuality and intimacy, creativity, ethnicity and the effects of oppression as well as the emotional problems that appear to affect women, e.g. depression, eating disorders, etc.

### **SCWK 305 - Interventions in Child Welfare (3 credits)**

*Prerequisite: Nine hours in behavioral studies*



In this course students will learn how to protect children and support families at risk for child abuse and neglect. The course will teach students how to conduct a risk assessment and engage families and children in effective services. Practice, policies and program design of various methods of intervention including family preservation, kinship and foster care, and adoption will be covered. Attention will be given to the relationship between substance abuse and domestic violence and child abuse. Ways of promoting healthy child and family development will also be addressed. *Offered either semester.*

### **SCWK 320 - Human Behavior and Social Environment I (3 credits)**

*Prerequisite: SCWK 250 and SCWK 270 and one human biology course from the following: BIOL 100, BIOL 102, BIOL 110, BIOL 111, BIOL 112, BIOL 115, BIOL 117, BIOL 121, BIOL 128*

This foundation course introduces the student to the social work perspective on human development and its organizational and social contexts. The course provides a multidimensional framework, addressing the interactions among human biological, social, psychological and cultural systems as they affect and are affected by human behavior. Building on the introduction to the social work profession offered in SCWK 250 and the extensive content on oppression and discrimination in SCWK 270, the course offers a theoretical grounding upon which practice and policy courses will build. As a theory-driven course, this course will introduce students to diverse and sometimes conflicting theories that attempt to explain human functioning. Efforts will be made to understand the contexts in which these theories were developed as well as their strengths and limitations; students will learn to evaluate theories as tools for understanding clients in a multicultural society. *Offered either semester.*

### **SCWK 321 - Human Behavior and Social Environment II (3 credits)**

*Prerequisite: SCWK 250 and SCWK 270 and SCWK 320*

This is the second course in the human behavior sequence; it builds upon a liberal arts base and addresses the varied biological, psychosocial, cultural, economic, and political factors that separately and together influence human adaptation. In this course, students will review and critique theories of human development, functioning and well-being as they apply to human interactions through the entire life span. To help students consider diversity in many of its manifestations, the course will examine what the research suggests is normative development while examining some of the particular challenges confronting individuals at each phase. Utilizing a strengths perspective, the course will focus on risk and resilience as they influence people's lives as individuals and as members of families, communities, cultures, and society. *Offered either semester.*

### **SCWK 333 - Current Issues in Aging: A Multidisciplinary Perspective (3 credits)**

*Prerequisite: Six credits in behavioral sciences or health*

In the United States and abroad, population aging is one of the most critical challenges facing national and local governments, business, social institutions, communities and families. This course will focus on issues and concepts in the field of aging with the goal of providing an overview of key elements of gerontological competency in social work. We will cover the normal physical, psychological, social and cognitive changes in latter life and examine the services and programs available to older persons and their families.

### **SCWK 334 - Intervention with Family Systems (3 credits)**

Students will learn to conceptualize personal and interpersonal phenomena from a family systems perspective, to think in terms of circular rather than linear causality and to recognize patterns and sequences. Major theoretical family systems approaches will be presented, as well as basic intervention techniques. *Offered once annually.*

### **SCWK 338 - Introduction to Social Work Practice (3 credits)**

*Prerequisite: Acceptance into the Social Work Program and SCWK 250 and SCWK 270; and SCWK 320, which may be taken concurrently*

This course is designed to provide students with an introduction to the basic knowledge, skills and values essential to entry-level generalist social work practice. The focus will be on the application of social work knowledge and values and the development of interviewing skills as they relate to relationship building, data collection and assessment of client systems. In addition to the two-and-a-half-hour lecture weekly, the course incorporates a 90-hour field placement.

### **SCWK 350 - Social Welfare Policy (3 credits)**

*Prerequisite: SCWK 250 and SCWK 270*

This course offers students an opportunity to develop knowledge and skills in the areas of social welfare policy and policy practice. Prerequisite courses have addressed important content related to the social welfare system in the United States, social problems, human diversity, government, and social work practice. This course will apply those knowledge areas to a detailed study of social welfare policy and policy practice. It will cover important areas of social welfare policy within the United States and will analyze selected major social policy issues of current concern. This course will also address the skills and tasks necessary in developing, implementing, and assessing policy at varying levels of sponsorship and implementation. *Offered either semester.*

### **SCWK 355 - Study Tour in Social Work (3 credits)**

*Prerequisite: Junior standing or above or consent of instructor*

This course will offer students a first-hand, supervised cross cultural travel and study experience from a historical and social perspective of

social problems in the country they visit. Students will participate in lecture, site visits, research and other academic experiences, including pre and post-travel activities, as appropriate. Topics focus on historical development of world cultures, practices, beliefs and response to social problems. This course is interdisciplinary in nature, drawing upon, for example, visual and performing arts, religious traditions, political organization, economic development, social and family life. This course is repeatable for credit for different countries. (CGCL; CSOC)

### **SCWK 375 - Data Analysis for Social Work (3 credits)**

This course is for social work majors who have not been exposed to statistical analysis. The course deals primarily with descriptive (i.e., summarizing and describing major characteristics of collected data) and inferential statistics (i.e., making predictions or inferences about the likelihood that relationships between variables within the data set also exist beyond the data collected). It prepares students to be knowledgeable consumers of social research by exposing them to the tools needed to appreciate, interpret, use, and integrate statistics within the practice of social work. (CQUR)

### **SCWK 376 - Social Work with Adolescents and Young Adults (3 credits)**

*Prerequisite: Nine hours in behavioral sciences*

This course aids students in developing a beginning framework for assessing and working with adolescents. This framework is broadly integrative, addressing biological, psychological, social and cultural variables. The course considers the complex transactions between individuals and their environments, especially the social welfare system. It also addresses the impact of trauma on adolescent development and the specific needs of emotionally traumatized adolescents. *Offered once annually.*

### **SCWK 380 - Research Methods in Social Work (3 credits)**

*Prerequisite: SCWK 250 and SCWK 270; and SCWK 375 or PSYC 201 or SOCI 391*

In this course, students will examine the ethical issues involved in research, understand the logic of research, and critically analyze pertinent literature. The course teaches students to develop research questions and introduces a number of research techniques by which their questions might be answered, including surveys, experiments, single subject designs, qualitative research methods and program evaluation. Students will be introduced to the preliminary stages of the research process including problem formulation, reviewing the literature, question/hypothesis generation, selection of data collection strategy and scales and measurement. *(Formerly SCWK 440)*

### **SCWK 392 - Treating Childhood Sexual Abuse (3 credits)**

*Prerequisite: Six hours/credits in psychology or sociology*

This course will introduce the student to the many ways in which child sexual abuse affects a young child and family. Beginning with a brief historical overview of sexual abuse of children and our society's response to it, we will examine theoretical models for understanding abuse. The course will address the ways in which sexual abuse impacts the development of infants, toddlers and adolescents, and will include a discussion on treatment approaches for social workers and other practitioners. *Offered once annually.*

### **SCWK 399 - Special Topics in Social Work (3 credits)**

*Prerequisite: Nine hours in behavioral sciences*

Various topics in social work will be offered from time to time. Topics will be announced prior to registration. May be taken more than once. *Offered either semester.*

### **SCWK 415 - Social Services in Alcohol and Substance Abuse (3 credits)**

*Prerequisite: SCWK 250 and SCWK 270*

The course provides an overview of the problem of alcoholism and the various programs that deal with the problem. It has been designed primarily for students who have an interest in the area of alcoholism and substance abuse and either may be considering a career in treatment for alcoholism or may merely wish to expand their area of competence. The course focuses on the central issues of causation, resources, management, and treatment from a social work perspective. Students need to understand how the various programs and human service systems are planned, organized and evaluated. Students are introduced to theory and practice in relation to the functions that form the basis of various programs and services. Agency visits may be made. *Offered either semester. May be taken for graduate-level credit.*

### **SCWK 431 - Social Work Practice with Individuals, Families and Groups (3 credits)**

*Prerequisite: SCWK 338*

In this course, different practice models and theoretical perspectives will be examined with the goal of critical reflection on their usefulness and limitations in various practice situations. Focusing on the continuing development of practice skills and the ability to integrate them with social work knowledge and values, students address the development of the client/group/system relationship. Students also explore the differential use of self in assessment and intervention. In this course, students focus on diversity in all aspects of social work practice. Key topics include professional identity, the role(s) of the social worker and ways to address one's own professional and personal needs in order to maintain high quality, ethical practice. *Offered either semester. May be taken for graduate-level credit.*

**SCWK 432 - Social Work Practice with Communities and Organizations (3 credits)**

*Prerequisite:* SCWK 338

This course introduces students to community practice and the "macro" perspective. The goals of macro practice are to empower clients, to strengthen communities, and to ensure that human services agencies deliver effective services. Attention will be given to the needs of vulnerable client populations, to the resources available to meet those needs, and to some of the strategies and techniques designed to make these systems more responsive and accountable to these populations. Emphasis throughout the semester is on critical thinking and on the needs of vulnerable populations. This course incorporates the use of researched-based investigation and the implementation of a community/social problem intervention. *Offered either semester. May be taken for graduate-level credit.*

**SCWK 435 - School Social Work – History, Theory and Issues (3 credits)**

*Prerequisite:* SCWK 250 and SCWK 338 for social work majors; SCWK 250 and instructor's consent for non-majors

This course will begin by examining the school as an ecological unit created to educate and socialize children. The evolution of school social work within this system will be traced from its inception in 1906 to the present. The three traditional models of school social work will be explored: home/school linkage, direct service provider and team member. Issues of confidentiality, team building, and assessment and referral will be discussed. The student will acquire an understanding of the application of the social work methods of casework, group work, and community organization as practiced in the school with children in crisis and with special populations and problems. *Offered either semester. May be taken for graduate-level credit.*

**SCWK 446 - Social Work Practice with Groups (3 credits)**

This course is designed to introduce students to the fundamentals of generalist practice social work with groups. The roles of group members, the functions and responsibilities of the leader, and the ethical principles for the conduct of group work are examined. Through the use of small group experiences, attention is given to problem solving and the development of skills in observing, developing, and evaluating the small group construct and process. Students are oriented to the development of culturally sensitive, professional skills that maximize group functioning and goals. *Offered once annually.*

**SCWK 480 - Advanced Special Topics in Social Work (3 credits)**

*Prerequisite:* Consent of instructor

Special topics of current relevance to social work practice at an advanced level. Topics to be addressed will be announced prior to registration each semester. May be repeated with different topics for a maximum of six credits.

**SCWK 485 - Honors Thesis (3 credits)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Department Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the department honors committee. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**SCWK 498 - Field Experience in Social Work (6 credits for each semester)**

*Prerequisite:* Admission to the social work program; SCWK 320 and SCWK 338; consent of department; formal application required

The field experience provides opportunities for students to learn how to apply knowledge and to develop skills in direct services to clients under the direction of a qualified agency field instructor. A minimum of 410 hours is spent in a wide variety of community agencies from September-May of the senior year. This experience continues to build upon the practice sequence of SCWK 338, SCWK 431, and SCWK 432. A weekly seminar throughout the year allows students to integrate social work theory and practice into a unified whole as part of their development as beginning professional practitioners. This course may be taken twice for a maximum of 12 credits. *Offered both semesters in fall-spring sequence. (CWRM)*

**SCWK 499 - Directed Study in Social Work (1-3 credits)**

*Prerequisite:* Consent of the department; formal application required

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

**SCWK 500 - Policy I: Social Welfare Policy (3 credits)**

*Prerequisite:* Matriculation in the MSW program

The course introduces students to the American social welfare systems and the social policies that serve as its underpinnings. It provides a historical perspective, with attention to important social, economic and political contexts. Analysis of different values and ethical positions will illustrate the degree to which they promote social and economic justice and serve underrepresented populations. Students will be introduced to a framework for policy analysis for use in evaluating policy responses to key social problems including poverty, health care, substance abuse, housing, child welfare, mental health, hunger and issues facing the elderly. Special attention will be paid to social problems and policy responses in Southeastern Massachusetts. *Offered once annually.*

**SCWK 502 - Dynamics of Diversity and Oppression (3 credits)**

*Prerequisite: Matriculation in MSW program; may be taken concurrently with SCWK 500*

This course introduces students to the concepts of diversity and oppression in our society as a foundation for the later infusion of these concepts throughout the MSW curriculum. Students will explore the dynamics of diversity, power differences and oppression as part of an examination of systems of privilege and disadvantage based on race, gender, age, sexual orientation, (dis)ability, class and economic status, religion and other forms of social differentiation and stratification. *Offered once annually.*

**SCWK 503 - Directed Study (1-3 credits)**

*Prerequisite: Consent of the MSW program director*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**SCWK 508 - Policy II: Policy Advocacy, Development and Analysis (3 credits)**

*Prerequisite: Matriculation in the MSW program and SCWK 500 and SCWK 502*

This course offers students an opportunity to develop the knowledge, skills and attitudes necessary to become effective policy advocates. As policy advocates, social workers work to influence and change social policies in communities, agencies or legislative settings, with the goal of addressing social problems, increasing social justice and assuring access to essential social resources, especially for groups that lack relative power in our society. The course will introduce skills for analyzing, developing, implementing, and assessing policy at varying levels of sponsorship and implementation. *Offered once annually.*

**SCWK 510 - Human Behavior in the Social Environment I (3 credits)**

*Prerequisite: Matriculation in the MSW program; may be taken concurrently with SCWK 500 and SCWK 502*

This course introduces students to the multiple contexts in which people function – communities, organizations and families – and to the theoretical base that underlies social work practice. Building on the contributions to our understanding of human functioning provided by biology, psychology, sociology, economics and political science, it explores the challenges and opportunities created by multiple systems and by diverse and sometimes conflicting theoretical explanations of human behavior. *Offered once annually.*

**SCWK 511 - Human Behavior in the Social Environment II (3 credits)**

*Prerequisite: Matriculation in MSW program and SCWK 500 and SCWK 502 and SCWK 510*

This course will present theories related to strengths-based practice such as social constructivism, narrative theory and family systems theory which foster understanding of resiliency used throughout the lifespan to face selected developmental challenges. A life span approach will highlight the common development themes of each stage along with an appreciation of inherent strengths that come from an integrated biopsychosocial cultural and familial understanding. *Offered once annually.*

**SCWK 512 - Human Behavior in the Social Environment III: DSM-IV-TR (3 credits)**

*Prerequisite: Matriculation in MSW program and SCWK 511; or consent of program coordinator*

This course will expose students to multiple perspectives in assessing and diagnosing children, adolescents and adults. Students will learn how to assess a client system within the framework of the mental health system which relies on the DSM-IV-TR. Students will use direct experience with their clients to understand the impact of mental illness on a client and on family functioning. The ethics of using these assessments will also be explained. *Offered once annually.*

**SCWK 530 - Social Work Practice I (3 credits)**

*Prerequisite: Matriculation in the MSW program; must be taken concurrently with SCWK 590*

This course introduces social work practice skills for working with individuals, families, and small groups. Students are introduced to the problem-solving process and to the process of building a professional relationship. Policies, purposes, and functions of social service agencies are examined. Attention is given to the development of culturally congruent social work practice skills in relation to age, ethnicity, gender and other variables.

**SCWK 531 - Social Work Practice II: Groups and Community-Based Practice (3 credits)**

*Prerequisite: Matriculation in the MSW program and SCWK 530; must be taken concurrently with SCWK 591; or consent of program coordinator*

This course introduces the knowledge, skills and values needed to enhance the responsiveness of communities and organizations to the needs of their constituents. The health and resilience of individuals and families depends substantially on the policies and practices of the communities and social institutions in which they dwell. The course aims to prepare social workers to work with community members to ensure the provision of needed resources to all and to enable human services agencies to deliver effective services. Techniques for analyzing communities and organizations and skills for facilitating system change such as coalition-building, lobbying, and using the media will be covered.



**SCWK 540 - Introductory Social Research (3 credits)**

*Prerequisite: Matriculation in the MSW program*

This course introduces students to the role of research in social work and familiarizes students with the basic concepts and methods of social science research. It emphasizes ethical decision-making within the research process as it introduces students to research techniques including surveys, experiments, single-subject designs, qualitative methods and program evaluation. The stages of the research process including question formulation and hypothesis generation, research designs development of research instruments, and understanding findings will be addressed. Throughout, attention will be paid to the evaluation and application of existing social science research in social work practice and to the contributions made by social workers to new knowledge. *Offered once annually.*

**SCWK 541 - Research: Evaluating Practice (3 credits)**

*Prerequisite: Matriculation in MSW program and SCWK 540; or consent of program coordinator*

The second required course in the research sequence builds on the skills introduced in SCWK 540 and introduces students to issues and procedures involved in analyzing social science research data. Students will learn what questions to ask regarding the selection of analytic strategies, how to understand the data analysis process, and how to use SPSS as an analytic tool. They will increase their skills in evaluating the data analysis decisions of other researchers, and, thus, their findings. They will also be introduced to the process of presenting analytic data through graphs and tables and through written reports. *Offered once annually.*

**SCWK 550 - Social Work Practice III: Intergenerational Strengths-Based Practice with Families (3 credits)**

*Prerequisite: Matriculation in the MSW program or as an Advanced Standing student; must be taken concurrently with SCWK 593*

This is the first of two concentration practice courses. This course will present theoretical analysis of clinical models for working with families and integrate those models with current best practices for social work practice. This course will also focus on community employed models of community intergenerational family-based social work practice with diverse families. *Offered once annually.*

**SCWK 551 - Social Work Practice IV: Intergenerational Strengths-Based Practice with Individuals (3 credits)**

*Prerequisite: Matriculation in the MSW program; must be taken concurrently with SCWK 592*

This is the second of two concentration practice courses. This course will present theoretical analysis of clinical models for working with individuals and integrate those models with current best practices for social work practice. This course will also focus on community employed models of community intergenerational individual-based social work practice with diverse individuals. *Offered once annually.*

**SCWK 559 - Study Tour in Social Work (3 credits)**

(Country to be determined) This course will offer students a first-hand, supervised cross cultural travel and study experience from a historical and social perspective of social problems in the country they visit. Students will participate in lectures, site visits, research and other academic experiences, including pre and post-travel activities, as appropriate. Topics focus on historical development of world cultures, practices, beliefs and response to social problems. This course is interdisciplinary in nature, drawing upon perspectives such as visual and performing arts, religious traditions, political organization, economic development, social and family life. This course may be repeated for different destinations.

**SCWK 570 - Integrative Seminar I (3 credits)**

*Prerequisite: Matriculation in the MSW program and SCWK 541*

This capstone course provides an opportunity for students to synthesize, expand and apply the learning achieved during the MSW program. Focusing on the program's theme of intergenerational family-based practice utilizing a strengths and resiliency model of intervention, students will engage in a planned change process on behalf of populations at risk. They will apply their knowledge of human functioning, policy analysis, program evaluation and new program development to preparing a comprehensive approach to social work practice. *Offered once annually.*

**SCWK 572 - Social Policy III: Mental and Physical Health Care Policy (3 credits)**

*Prerequisite: Matriculation in the MSW program and SCWK 508; or consent of MSW coordinator*

This advanced policy course will examine mental and physical health care policy to promote students' in-depth knowledge regarding policy in the United States and globally. Utilizing a social justice knowledge base, students will examine mental and physical health care policy, the history, present and future as it impacts various client systems, including individuals, families, groups and communities. The focus will include the role that social policy plays in social work practice as well as the role of the social work profession in the development of health care policy. Students will consider the social construction of "health" and "illness" as it relates to policy development. Students will explore issues relating to confidentiality, ethical practice, as well as equitable access to quality care. They will conduct in-depth examinations of the role of the various levels of government in the provision of services, as well as the organizational structures of service delivery, including financing and delivery of mental and physical health care. Finally, students will become knowledgeable in mental and physical health care policy in Massachusetts.

**SCWK 580 - Special Topics (1.5-3 credits)**

*Prerequisite: Dependent on topic*

Special topics of current relevance in social work will be offered each semester. Topics to be addressed will be announced prior to registration. This course may be taken six times with different topics for a maximum of nine credits.

**SCWK 590 - Field Practice and Seminar I (3 credits)**

*Prerequisite: Matriculation in the MSW program; must be taken concurrently with SCWK 530*

This is the first of a two-semester practicum that provides for the integration of the student's learning into the field. Students are placed in a single social work setting for 16 hours per week, working directly under the supervision of an MSW professional. Students meet in lecture sessions once a week for two hours for the purpose of integrating field practice experiences and the application of social work theory, knowledge, skills and values. Barriers to full participation by the disadvantaged in society's economic, political, and social processes are explored, as are the economic and ethical challenges to professional practice. Graded on a (P) Pass/(N) No Pass basis. *Offered once annually.*

**SCWK 591 - Field Practice and Seminar II (3 credits)**

*Prerequisite: Matriculation in the MSW program; must be taken concurrently with SCWK 531*

This is the second of a two-semester practicum that provides for the integration of the student's learning into the field. Graded on a (P) Pass/(N) No Pass basis. *Offered once annually.*

**SCWK 592 - Field Practice III (4 credits)**

*Prerequisite: Matriculation in the MSW program; must be taken concurrently with SCWK 551*

This is the second year, two-semester practicum that offers the student ongoing opportunities to integrate classroom learning in the field. Students are placed in a single social work setting for both semesters for 24 hours per week, working directly under the supervision of an MSW professional. Students meet on a scheduled basis with their faculty adviser to assess progress and problem-solve. Graded on a (P) Pass/(N) No Pass basis. *Offered once annually.*

**SCWK 593 - Field Practice IV (4 credits)**

*Prerequisite: Matriculation in the MSW program; must be taken concurrently with SCWK 550*

This is the second semester of the second year, two-semester practicum that offers the student ongoing opportunities to integrate classroom learning in the field. Students are placed in a single social work setting for both semesters for 24 hours per week, working directly under the supervision of an MSW professional. Students meet on a scheduled basis with their faculty adviser to assess progress and problem-solve. Graded on a (P) Pass/(N) No Pass basis. *Offered once annually.*

## Social Work: Other Approved Courses

**SCWK 398 - Junior Year Fieldwork Practice**

**SCWK 400 - Social Services in the Health Care Field**

## ■ SOCIOLOGY

**SOCI 102 - Introduction to Sociology (3 credits)**

This course covers such areas as social structure, basic human institutions, analysis of social processes and major social forces. *Offered either semester. (CMCL; CSOC)*

**SOCI 103 - Social Problems (3 credits)**

Contemporary social problems which are reflected in the behavior of individuals, but whose origins and causes lie outside of individuals. Topics treated will include drug abuse, crime, juvenile delinquency, divorce and other family problems, mental illness and other health problems, social class, and selected social issues. *Offered either semester. (CMCL; CSOC)*

**SOCI 104 - Global Social Problems (3 credits)**

This course treats major world problems with particular emphasis upon those faced by non-Western peoples. The interdependence between economically developed and underdeveloped parts of the world will be explored according to such themes as collective versus individual good, short- versus long-term planning and cooperation versus competition. *Offered either semester. (CGCL; CMCL; CSOC)*

**SOCI 120 - Mentoring for Social Change (3 credits)**

*Prerequisite: Consent of instructor*



Mentoring and leadership are two skills most useful to students in their college and post-college lives. This course will explore the literature on these topics and on at-risk youth. Guest speakers will discuss different approaches to leadership and mentoring. Students will be given assignments, exercises and techniques geared toward improving their mentoring capacities. Successful students will be asked to participate in an exciting mentoring collaboration for local at-risk youth.

**SOCI 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. May be repeated for a maximum of six credits. *Offered fall semester.*

**SOCI 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. May be repeated for a maximum of six credits. *Offered spring semester.*

**SOCI 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**SOCI 203 - The Family (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course examines the family as a social institution in terms of its historical and cultural development. Students will also analyze psychological and social factors of contemporary family life. *Offered either semester. (Formerly SOCI 303)*

**SOCI 204 - Gender, Sexuality and Society (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

Sexuality is a central aspect of human social life. This course closely examines the theories, concepts, practices, and ramifications relating to issues of sex, gender, sexuality and identity. It will increase students' understanding of the connections between human sexual attitudes and behaviors and larger social forces, and will examine taken-for-granted societal assumptions about human sexuality. Topics include the social construction of sex, gender, and sexual orientation; the interaction of gender roles and sexual attitudes; pornography; prostitution; date rape; and sexual harassment. (CMCL; CSOC; CWRT)

**SOCI 205 - Sports in Society (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

Sport is a multi-dimensional phenomenon. It is so pervasive in the Western world that its mark has been stamped on every social institution. This course will use the conceptual frameworks, theories, and research methods of sociology to look at and better understand sport within the social context. The course will examine specific problems such as those faced by women in sport, ethnic outsiders and iconic sports figures. Topics including politics, education, deviance, the family, collective behavior, violence and stratification will be addressed. *Offered alternate years.*

**SOCI 206 - Cities and People: Urban Sociology (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course examines cities and urbanization in comparative perspective. It will also focus on changing urban social structures, the nature of city life, urban planning and grassroots participation in urban change. *Offered either semester. (Formerly SOCI 306)*

**SOCI 207 - Social Inequality (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course explores inequality in the U.S. within a global context. The class focuses on the major dimensions of social inequality: class, race and ethnicity, and gender. It examines the causes, processes, and consequences of inequality and stratification. Topics covered include wealth and poverty inequality, crime, and criminal justice inequality and health; education and social mobility; and policy questions related to inequality and poverty. *Offered every semester. (Formerly SOCI 304)*

**SOCI 208 - Sociology of Religion (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

Comparative study of religious systems and institutions; function and role of religion and the church in society; professional status, history and relations of the clergy. *Offered spring semester. (Formerly SOCI 108)*

**SOCI 211 - Homelessness in U.S. Society (3 credits)**

**Prerequisite:** SOCI 102 or consent of instructor

This course will explore the causes of and possible solutions to homelessness as a feature of contemporary life in urban, suburban and rural settings. The course will also examine homelessness in the context of what home means for us as individuals and as a society. Although home means different things for different people, it is generally understood as a socializing force that shapes how we understand both the world and ourselves. This course examines cultural conceptions of home as an anchor for personal identity. (CSOC; CWRT)

**SOCI 213 - Family Violence (3 credits)**

**Prerequisite:** SOCI 102 or CRJU 201 or consent of instructor

This course examines violence in the family from sociological and criminological perspectives. It also examines the response of the criminal justice system to family violence. The course examines the extent, types and causes of violence in families and domestic units and will also analyze the reasons why most family violence is directed against women and children. The course considers recommendations for family intervention and policies for the prevention of family violence, as well as the social and legal implications of those recommendations. *Offered alternate spring semesters. (Formerly SOCI 313)*

**SOCI 214 - Middle Eastern Societies (3 credits)**

**Prerequisite:** SOCI 102 or consent of instructor

This course introduces the cultures and social structures of Middle Eastern societies, with a focus on social change in the region. Topics covered include the role of Islam, patterns of leadership, the distribution of wealth and power, family patterns, the position of women and the nature of work. (CGCL; CMCL; CSOC)

**SOCI 215 - Death, Dying and Bereavement (3 credits)**

**Prerequisite:** SOCI 102 or consent of instructor

The study of death deals with questions at the roots of human experience. Encounters with death are individual, yet socially constructed. Human reactions to death and the rituals surrounding it are influenced by various social factors including family, peers, gender, race and ethnicity and our own identity. This course will help students appreciate the diversity of death and bereavement practices and will offer students critical-thinking skills that will be useful as they encounter death-related issues. Topics will include end-of-life care, suicide, euthanasia, funeral practices, bereavement and loss and near death experiences. *(Formerly SOCI 317)*

**SOCI 216 - Latin American Societies (3 credits)**

**Prerequisite:** SOCI 102 or consent of instructor

This course introduces the socio-cultural structures of Latin American societies, with a focus on social change in the region. Topics covered include the distribution of wealth and power, development, tourism and sport, work and economy, family patterns, the position of women and rural-urban contrasts. (CGCL; CMCL; CSOC)

**SOCI 217 - East Asian Societies: China and Japan (3 credits)**

**Prerequisite:** SOCI 102 or consent of instructor

This course examines the cultural and social structure of traditional and modern China and Japan. The course will focus on topics such as work and economy, rural-urban contrasts, family and kinship, the position of women and the relationships between state and society. The course will conclude with an assessment of the positions of these two societies in the contemporary world. (CGCL; CMCL; CSOC)

**SOCI 218 - Chinese Society and Culture (3 credits)**

**Prerequisite:** SOCI 102 or consent of instructor

This course provides a general introduction to Chinese society and culture. It examines the structure of Chinese society and the characteristics of Chinese culture. The course pays particular attention to China's economic reform and its social and political consequences. Topics covered include Confucianism, Chinese martial arts, free market within a communist regime, China's political future, changing Sino-U.S. relations, and growing prosperity and inequality in China. (CGCL; CSOC)

**SOCI 219 - Population and Society (3 credits)**

**Prerequisite:** SOCI 102 or consent of instructor

This course describes the mutual influence of demography and social structure. Trends in population growth and their effect on industrialization and urbanization will be covered in the context of developed and Third World nations. *Offered alternate years. (CSOC; CWRT)*

**SOCI 220 - The Developing World (3 credits)**

**Prerequisite:** SOCI 102 or consent of instructor

This course introduces the sociological aspects of comparative international development and the role of the developed world in that

process. The course will address issues such as industrialization, urbanization, education, globalization, population growth, environmentalism, class structures, political structures, and contrasting development models. (CGCL; CMCL; CSOC)

**SOCI 222 - African World Perspectives (3 credits)**

*Prerequisite: SOCI 102 or SOCI 104 or consent of instructor*

This course will examine some of the key events in African history from European colonialism to present including continental colonialism; apartheid in South Africa; the HIV/AIDS epidemic; war, conflict, and genocide; the impacts of globalization and political economy; social outcomes such as child labor, access to education, women's rights, and infrastructural poverty; and people's movements for social change and social justice. (CGCL; CMCL; CSOC)

**SOCI 227 - Deviance and Social Control (3 credits) Cross Listed with CRJU 227**

*Prerequisite: SOCI 102 or CRJU 201 or consent of instructor*

This course examines deviant acts with an eye toward understanding social order and change. Topics covered include the types and causes of deviance, the social conditions and elements of deviant acts, and the effects of deviance and mechanisms for prevention, punishing and rehabilitating deviant individuals and groups. *Offered every semester. (Formerly SOCI/CRJU 327)*

**SOCI 228 – Criminology (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course will be concerned with theories of crime causation, and perspectives on administration, treatment, prevention and prediction. Consideration will be given to the influence of social class and other factors in criminal behavior. *(Formerly SOCI 328)*

**SOCI 230 - Art and American Society (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course will provide a sociological perspective on the arts in America. It will explore the social interactions, actors, and institutions of artistic production and consumption; the societal context of traditional and nontraditional art forms; and the intersection of race, class, and gender within the art world. (CSOC; CSPI)

**SOCI 232 - Understanding Japanese Society (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course introduces students to Japanese society and culture. By focusing on central aspects of the Japanese cultural heritage, the course provides a solid foundation for understanding key features of contemporary Japanese culture and social structure. Among the topics covered are class and stratification, work and labor, gender stratification, the family, diversity and discrimination, food culture, popular culture, education, and the political system. The course also examines the regional and global roles of Japan. (CGCL; CSOC; CWRT)

**SOCI 238 - Game Theory and Society (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course will use game theory to examine social interaction. Game theory as a tool of analysis offers powerful insights into how people, groups and societies make decisions. Situations discussed may include conflicts within family relationships, legal problems and disputes between different cultures. The concepts and methods of game theory also emphasize ways to restructure institutions to encourage mutually advantageous outcomes. *Offered fall semester. (Formerly SOCI 338) (CQUR; CSOC)*

**SOCI 255 - Juvenile Delinquency (3 credits) Cross Listed with CRJU 255**

*Prerequisite: SOCI 102 or CRJU 201 or consent of instructor*

Analysis of the nature and types of juvenile behavior that violates law; the mechanisms of defining such behavior as delinquent; and the relationship between delinquency and the social situations of juvenile offenders. *(Formerly SOCI/CRJU 355)*

**SOCI 265 - Sociology Study Tour (3 credits)**

*Prerequisite: Consent of instructor and application through the International Programs Office*

This course will offer students a first-hand, supervised, cross-cultural travel and study experience from a sociological perspective. Students will participate in lectures, site visits, research and other academic experiences. Pre-departure and while traveling, students will learn about local society and culture, both current and historical, and have the opportunity to study and experience arts, religious traditions, political organizations, economy, sustainability, folklore and family life. This course may be taken twice for credit for travel to different destinations.

**SOCI 280 - Genocide and Political Violence (3 credits)**

*Prerequisite: SOCI 102 or SOCI 104 or consent of instructor*

This course explores the perplexing and disturbing reality of widespread genocide and political violence throughout the world, particularly during the course of the 20<sup>th</sup> century and into the new millennium. We will explore the causes of genocide, what constitutes genocide, how genocide is rationalized and allowed to continue and what ends genocide. Case studies covered may include the Holocaust, Armenia,

Rwanda, Burma, El Salvador, Guatemala, Nicaragua, Argentina, East Timor, Chiapas, Sierra Leone, Uganda, Sudan, Bangladesh, Tibet and Congo. *Offered spring semester.*

**SOCI 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and others at the discretion of the instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. Colloquia meet once per week for 50 minutes. The minimum enrollment is two and the maximum is 12. *Offered fall semester.*

**SOCI 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and others at the discretion of the instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes; specific topics vary by semester and instructor. Colloquia meet once per week for 50 minutes. The minimum enrollment is two and the maximum is 12. *Offered spring semester.*

**SOCI 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**SOCI 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**SOCI 300 - Seminar: Social Theory (3 credits)**

*Prerequisite: SOCI 102 and ENGL 102; or consent of instructor; restricted to majors and minors in sociology*

This course addresses the history of social theory and selected topics in modern social theories, analysis of alternative conceptual approaches and their methodological requirements. *Offered either semester. (Formerly SOCI 290 and SOCI 400) (CWRM)*

**SOCI 305 - Sociology of Education (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course examines schools as social organizations, the culture of schools, the relationships between education and social stratification and the sociology of educational reform. All levels of education are considered, from kindergarten through higher education. *Offered fall semester.*

**SOCI 307 - Medical Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

Concepts of health, illness, disease, and health care analyzed from the perspectives of patient (client), practitioner and relevant third parties. Medicine will be analyzed as a social system, with attention to factors in the physical and sociocultural environment and case materials will be drawn from non-Western as well as Western societies. *Offered alternate years, fall semester.*

**SOCI 310 - Women and Crime (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or CRJU 201; or consent of instructor*

This course examines women and crime from sociological and criminological perspectives. The course will cover a wide variety of topics related to women and crime, including crimes against women, crimes perpetrated by women, women in prison and women as criminal justice system officials. The course will closely examine violent crimes against women including rape, murder and battering. It will also focus on battered women who kill their attackers. Other important topics include feminist criticisms of mainstream criminology and the emergence of feminist theories in criminology.

**SOCI 312 - Discrimination and Prejudice (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course is a study of the relationship between majority and minority groups in America, with attention to the domination of categories of people on the basis of their race, sex, age, ethnicity and/or religion. Theories and data will be presented concerning the development, maintenance and operation of discrimination and prejudice and the relationship between them.

**SOCI 315 - Race and Ethnicity in America (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course explores debates on diversity within the U.S. by taking a sociological perspective on the experiences of various racially and ethnically defined groups and on the relations among those groups. Drawing on a sociological approach to immigration, race and ethnicity, stratification and conflict, the course focuses on the role of power, privilege and access to resources in the social construction of race and ethnicity. The course will also examine important policy debates, including those over Affirmative Action, poverty, crime and criminal justice; inequality and health education and social mobility; and policy questions related to inequality and poverty.

**SOCI 316 - Social Movements (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

Many societies have been shaped by and continue to be affected by a politically diverse array of social movements. In the United States, social movements focusing on temperance, abolition, labor, civil rights, women's rights, fundamentalism and environmental issues have played major roles. This course provides an overview of social movements and their effects on cultures, societies and individuals. Topics covered include the structures and stages of social movements, and theories of the emergence of social movements.

**SOCI 322 - Sociology of Childhood (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course recognizes and examines childhood as a social construction that differs within various historical, economic, social and cultural contexts. Topics covered will include socialization; peer culture; the institutionalization of childhood; the racial, cultural, economic and gender dimensions of childhood; and the emergence of adolescence. *Offered alternate spring semesters.*

**SOCI 323 - Sociology of Adolescence (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course provides a critical examination of adolescence in North American societies, focusing on the causes and consequences of the lengthened period in which the transition to adulthood occurs. It provides a brief history of adolescence research identifying a select set of topics, themes and research problems that guide current research on adolescence and youth. These themes include, but are not limited to, peer group relations, biological influences on adolescence, employment experiences, increased autonomy, racial and gender differences, youth culture, dating patterns, family and education. Special emphasis will be placed on the relationship of adolescents' social roles to processes of social change and stability. *Offered alternate spring semesters.*

**SOCI 329 - Public Opinion and Mass Media (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

Principles of mass communication and public opinion will be discussed from the point of view of the source of a message, the message itself, the audience, the channel through which the message proceeds and the effect of the message.

**SOCI 330 - Women's Roles: Sociology of Sex and Gender (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

An analytical study of the relation of sex to power and influence in society. Differentiation in sex roles as affected by the economy and reinforced by other institutions. New alternatives for women.

**SOCI 332 - Sociology of Organizations (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

Analysis of the emergence, structure, function, culture and social significance of complex organizations. Emphasis will be placed upon the results of research in hospitals, schools, prisons and military and industrial organizations. Attention will be given to informal associations and organizational change. *Offered spring semester.*

**SOCI 334 - White Collar Crime (3 credits) Cross Listed with CRJU 334**

*Prerequisite: SOCI 102 and SOCI 300; or CRJU 201; or consent of instructor*

Broadening the definition of crime, this course will study behavioral systems involved in the commission of white collar crimes in complex structures such as government bureaucracies, multi-national corporations and underground systems. The modern institutional factors – political and social – permitting or restricting the commission of such crimes will be investigated. Specifically, the performance of the criminal justice system will be examined.



**SOCI 340 - Sociology of Politics (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

A study of the state, political practices, power and theories in the field. The emphasis is on the sociological conditions under which the above phenomena evolve.

**SOCI 341 - Globalization, Political Economy and Social Change (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course examines debate surrounding globalization and development through the multiple lenses of theory, public debate, public policy and research. Comparative and international development will be analyzed, with an in-depth look at transnational corporations, modern technology, and powerful international macro-governing and macro-lending organizations under the modern neo-liberal free trade model. This course examines the meaning of globalization, the impact it has on quality of life throughout the world, and the interplay of the strategies of global, national and local actors including ourselves as members of this course.

**SOCI 342 - Comparative Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course explores different varieties of human behavior, beliefs, values, and social structure in different societies. The diversity shows that people are shaped by the social context around them, and social rationalization is based on culture and tradition. Social institutions and policies in the United States are examined first and then compared to the experiences of selected countries in East Asia (China and Japan) and Europe (primarily Britain, Germany and Sweden). Comparison is used as the explicit means to interpret social formations. *Offered yearly.*

**SOCI 343 - Social Structure and Social Justice (3 credits)**

*Prerequisite: SOCI 102 and SOCI 104 and SOCI 300; or consent of instructor*

This course examines the role of social actors in creating and recreating social structures, as well as how social actors create social justice movements inside these frameworks. We will examine the role of sociology and sociologists in creating social change, and how the tools of sociology have been applied in both micro and macro movements for social justice. Ultimately, we also will examine our own role as social actors working for social justice inside existing social structures.

**SOCI 351 - Sustainable Cities (3 credits)**

*Prerequisite: SOCI 102 and SOCI 206 and SOCI 300; or consent of instructor*

A sustainable city is one that does not pollute the environment, that promotes economic development and the fair and equitable distribution of resources for all citizens. This course offers a sociological perspective of whether it is possible to work simultaneously to achieve these goals. Traditionally associated with environmental pollution, poverty and vice, cities throughout the world are beginning to question how to improve their quality of life and make themselves more sustainable. This course will examine the historical development of cities and suburbs, and examine innovative initiatives that have been successful in reducing greenhouse gas emissions, reducing poverty and maximizing profit.

**SOCI 352 - Urban Crime (3 credits) Cross Listed with CRJU 352**

*Prerequisite: SOCI 102 and SOCI 300; or CRJU 201; or consent of instructor*

This course examines urban and neighborhood crime. In addition to surveying theories of urban crime, disorder and unrest, it examines responses to urban crime, including community policing, order maintenance policing, crime prevention through environmental design and programs to ameliorate the deeper causes of crime. The course examines the effects of inequality, racial and ethnic discrimination, substance abuse and gun violence on urban crime. Another topic covered is the drop in urban crime rates during the 1990s. *Offered alternate years.*

**SOCI 353 - Experiencing World Cities (3 credits)**

*Prerequisite: SOCI 300 or consent of instructor*

The world is now urban. From global cities such as New York, Tokyo and London, to large but much poorer cities such as Sao Paolo, Mexico City and Cairo, over half of the world's population lives in cities. In order to understand cities in a global context, the course covers the processes of globalization especially as they have an impact on cities around the world. Topics covered include the global cities hypothesis, the new inequalities among and within cities, case studies of cities in the new urban global economy, global urban networks and the nature of urban life in rich and poor cities. *Offered every other year.*

**SOCI 356 - Urban Disasters, Resilient Cities (3 credits)**

*Prerequisite: SOCI 102 and SOCI 206 and SOCI 300; or consent of instructor*

This course focuses on urban vulnerability and resilience to disasters. We will examine why certain cities are more vulnerable than others and why disasters have more serious consequences for some groups than for others. In addition to examining the causes and consequences of urban disasters, the course will look at how cities recover from disasters and what factors help them to become "resilient



cities." We will also look at social and policy aspects of natural and man-made urban disasters. Another focus of the course will be on the relationships between urban disasters and urban sustainability. The course will examine case studies of global urban disasters.

**SOCI 360 - Feminist Theory in Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course introduces students to feminist theory in sociology and social science. It also covers the history of women in social theory as well as historical and contemporary contributions by women theorists. Feminist theories of human behavior and social life will be analyzed and compared to other theories. (CMCL; CSOC; CWRT)

**SOCI 370 - Seminar: Sociological Analysis (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course provides students with research opportunities, helps them to develop theoretical explanations and gives them practice in bringing sociological data to bear on those theoretical explanations. This course is the Writing Intensive in the Major course and acts as a bridge between basic and advanced sociology courses. (CWRM)

**SOCI 380 - Qualitative Methods and Urban Ethnography (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course introduces students to qualitative research methods in social research. The course will consider the historical and theoretical background to qualitative methods, the principles of qualitative methods, as well as particular methods including participant observation, qualitative interviews, and the use of documents. Ethical issues, selection strategies and gaining access will also be addressed. *Offered either semester.*

**SOCI 390 - Seminar: Research Methods in Sociology (3 credits)**

*Prerequisite: SOCI 300 and one other sociology course; or consent of instructor*

This course addresses the application of scientific methods to the analysis of social phenomena, methodological orientation in sociological research procedures and the nature of sociological variables. The course is designed for majors in sociology, criminal justice or behavioral sciences. *Offered either semester. (Formerly SOCI 402)*

**SOCI 391 - Seminar: Social Data Analysis (3 credits)**

*Prerequisite: SOCI 390 or consent of instructor*

This course introduces students to quantitative data analysis. The course focuses on the major statistical techniques used in sociology and will emphasize data analysis in the context of substantive research problems. Topics covered include data analysis packages, choosing appropriate statistics, interpreting statistical results and presenting research findings. *Offered either semester. (Formerly SOCI 403) (CQR; CSOC)*

**SOCI 399 - Special Topics in Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

Various special topics of current interest in sociology will be offered from time to time. Topics will be announced prior to registration. This course may be repeated for credit for different topics.

**SOCI 410 - Sociology of Urban Planning and Policy (3 credits)**

*Prerequisite: SOCI 102 and SOCI 206 and SOCI 300; or consent of instructor*

This course examines urban and regional planning and policy from a sociological perspective. Large-scale social forces such as uneven urban development, urban sprawl, the decentralization of metropolitan areas and deindustrialization have produced changes in various dimensions of urban life, including housing, transportation, land use, urban renewal and neighborhood life. This course examines those social forces and changes to understand the rise of urban problems and how urban and regional planning and policy can help develop more livable cities and metropolitan regions. The course introduces students to the policies, issues, processes and tools of planning within the context of the history, sociology and theory of planning and regional change. In examining the social forces and structural constraints within which planning operates, the course emphasizes the importance of inequalities of race, ethnicity, class and gender. Although the course will examine planning broadly, it will at times focus on Southeastern Massachusetts. *Offered every other year.*

**SOCI 426 - Urban Enclaves (3 credits)**

*Prerequisite: SOCI 102 and SOCI 390; or consent of instructor*

This course will explore theories of ethnic persistence and change as they pertain to New England's ethnic and social communities such as Cape Verdeans, Asians, African-Americans, Italians, Jews and homosexuals. Cultural traditions, social institutions and changing beliefs of New England's ethnic and regional communities will be examined through critical analyses of relevant cultural materials, including sociological data, folklore, oral traditions, celebrations and the media.

**SOCI 485 - Honors Thesis (3 credits)**

*Prerequisite: Admission to the Departmental Honors Program and senior status*

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with Honors. This course may be taken twice for a maximum of six credits.

### **SOCI 496 - Senior Seminar: Critical Issues in Sociology (3 credits)**

*Prerequisite: SOCI 390 or consent of instructor*

This course serves as a capstone course that explores critical issues in the discipline. The purpose of this course is to integrate sociological knowledge, theory and methods, and relate them to a concentrated study of a selected substantive area in sociology. Through the application of a sociological imagination, students are asked to evaluate the analyses of groups, institutions and social structures performed by members of the discipline. The final objectives are to provide students with a comprehensive understanding of the discipline and organize their knowledge in ways that are commensurate with professional standards. This course is designed for graduating seniors.

### **SOCI 497 – Research (3 credits)**

*Prerequisite: SOCI 390 and consent of instructor*

Under the direction of the instructor, students will conduct social research. The topic will be announced before registration. Students will write reports of findings as for publication and/or conference presentation.

### **SOCI 498 - Internship in Sociology (3-15 credits)**

*Prerequisite: A cumulative GPA of 2.5; consent of the department; formal application required*

The internship provides an opportunity for senior sociology majors to gain practical expertise in the field by participating in an off-campus work study experience that complements their academic preparation. In addition to working in their internship setting, students will meet regularly with a faculty supervisor. Students may work in an appropriate local, state or federal agency or private organization. Only three credits of internship may count toward the major in sociology. No more than six hours of any combination of SOCI 498 and SOCI 499 may be counted toward the first 30 hours of the sociology requirements for a major. This course may be repeated for a maximum of 15 credits. *Offered either semester.*

### **SOCI 499 - Directed Study in Sociology (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. No more than six hours of any combination of SOCI 498 and SOCI 499 may be counted toward the first 30 hours of the sociology requirements for a major. This course may be taken twice for a maximum of six credits. *Offered either semester.*

### **SOCI 565 - Sociology Study Tour (3 credits)**

*Prerequisite: Consent of instructor and application through the International Programs Office*

This course will offer students a first-hand, supervised, cross-cultural travel and study experience from a sociological perspective. Students will participate in lectures, site visits, research and other academic experiences. Pre-departure and while traveling, students will learn about local society and culture, both current and historical, and have the opportunity to study and experience arts, religious traditions, political organizations, economy, sustainability, folklore and family life. This course may be taken twice for credit for travel to different study tour sites.

## **Sociology: Other Approved Courses**

### **SOCI 326 - Social Gerontology – Sociology of Aging (3 credits)**

*Prerequisite: SOCI 102 and SOCI 300; or consent of instructor*

This course will focus on aging in America as a social problem. Topics covered will include reasons for the view of aging as a problem, the impact of aging on individuals and society, sociological theories of aging and proposed ways of alleviating or eliminating aging as a problem.

### **SOCI 339 - Violence, Guns and Society (3 credits) Cross Listed with CRJU 339**

*Prerequisite: SOCI 102 and SOCI 300; or CRJU 201; or consent of instructor*

This course focuses on guns and lethal violence in society. Drawing on both criminal justice and sociological theory and research it examines the causes and consequences of lethal violence with special attention to the role of firearms. Topics covered include the definitions and causes of violence, the extent to which guns intensify violence, guns and lethal violence, in comparative perspective, the American gun culture, the Second Amendment, the politics of gun control, the legal regulation of guns, the relationships between gun prevalence and gun violence, and the costs of gun violence. *Offered fall semester.*

### **SOCI 350 - Sociology of Work**

**SOCI 501 - Graduate Seminar in Sociological Theory**

**SOCI 502 - Research**

**SOCI 503 - Directed Study**

**SOCI 504 - Graduate Seminar in Sociological Research Methodology**

**SOCI 506 - Theories of Race and Ethnic Relations**

**SOCI 508 - Social Stratification in Comparative Perspectives**

**SOCI 510 - Urban Community Analysis**

**SOCI 514 - Theories of Social Deviance**

**SOCI 516 - Sociology of Sex and Gender**

**SOCI 518 - Sociology of Aging**

**SOCI 528 - Seminar: Sociology of Education**

**SOCI 580 - Special Topics in Social Research Techniques**

## ■ **SPANISH**

### **LASP 101 - Elementary Spanish I (3 credits)**

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. *Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog.* (CGCL; CHUM)

### **LASP 102 - Elementary Spanish II (3 credits)**

*Prerequisite: LASP 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*  
The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

### **LASP 151 - Intermediate Spanish I (3 credits)**

*Prerequisite: LASP 102*

A review of Spanish grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; an introduction to aspects of Hispanic culture. Conducted in Spanish. (CGCL; CHUM)

### **LASP 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **LASP 200 - Intermediate Spanish II (3 credits)**

*Prerequisite: LASP 151*

This is a second semester intermediate Spanish course that continues to acquaint students with the complexities of the Spanish language

and culture. Communication in the classroom is purposeful and goes beyond just “practicing” the language. The course is designed to improve both oral and written expression in Spanish. This course is conducted in Spanish. (CGCL; CHUM)

### **LASP 230 - Contemporary Latin American Short Story in Translation (3 credits)**

The course offers readings and discussion of the 20<sup>th</sup>-century short stories with primary focus on major literary trends and representative male/female authors. The course considers the thematic issues and narrative features that characterize works belonging to Fantastic Literature, Magical Realism, the Boom and Post-Boom and places them within an historical/cultural context. The study includes such authors as Jorge Luis Borges, Juan Rulfo, Garcia Márquez, Rosario Ferré and Isabel Allende. Not applicable toward the Spanish major or minor. (CGCL; CHUM; CMCL)

### **LASP 252 - Introduction to Hispanic Literature (3 credits)**

*Prerequisite: LASP 151 or consent of instructor*

The student is introduced to the reading, analysis, and discussion of semi-edited modern literary and cultural texts from Spain, Latin America and the Caribbean. The emphasis is on the development of reading comprehension skills and vocabulary. Conducted in Spanish.

### **LASP 253 - Introduction to Hispanic Linguistics (3 credits)**

*Prerequisite: LASP 200 or consent of instructor*

This course serves as an introduction to Hispanic linguistics. Various topics, covering both the fundamental areas of linguistics, as well as more specialized ones, will be covered. These entail syntax (the study of the structure of sentences), morphology (the study of the formation of words), phonetics (the study of the making of sounds from a physiological perspective), phonology (the study of the relationship between sounds in a language), historical linguistics (the study of the evolution of the language through time), language acquisition (the study of the processes through which languages are acquired), sociolinguistics (the study of the use of language within a social context) and dialectology (the study of linguistic variation). No previous knowledge of linguistics is assumed. This course is conducted entirely in Spanish.

### **LASP 281 - Spanish Conversation (3 credits)**

*Prerequisite: LASP 370 or consent of instructor*

Fluent expression in formal and informal speech is stressed in this course. Oral proficiency is improved by the systematic study of the lexicon and speaking styles. Students must complete work in analyzing various media in Spanish. This course is conducted in Spanish.

### **LASP 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **LASP 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **LASP 300 - Spanish Composition (3 credits)**

*Prerequisite: LASP 370 or consent of instructor*

This course is designed to acquaint students with methodology/techniques and strategies of good writing practices. Students develop writing skills utilizing sources from the Spanish-speaking world. Different writing skills and styles are introduced and practiced. Use of a bilingual dictionary is practiced. This course is conducted in Spanish. (Formerly LASP 272) (CWRM)

### **LASP 301 - The Golden Age of Spanish Literature (3 credits)**

*Prerequisite: LASP 252*

A study of the poetry, prose and theatre from the second half of the 16<sup>th</sup> century to the Baroque period. Conducted in Spanish.

**LASP 310 - Contemporary Latin American Short Story (3 credits)**

This course focuses primarily on stories written during the 20<sup>th</sup> century. The class will study representative texts and analyze their ideological concerns and innovative literary strategies. The class is conducted in Spanish and combines the use of lecture and discussion groups.

**LASP 324 - Spanish Applied Linguistics (3 credits)**

*Prerequisite: LASP 370 or consent of instructor*

This is a survey course that will cover theories and topics in first, second and foreign language learning in formal and informal settings. Emphasis will be on second language acquisition (SLA), psycholinguistics and language processing, pedagogy and research methods. No previous knowledge of linguistics is assumed. This course is conducted entirely in Spanish.

**LASP 333 - Peer Tutoring in Spanish (3 credits)**

*Prerequisite: Consent of instructor and approved application*

In this course students will complete the Peer Tutoring program offered through the Academic Achievement Center. They will be assigned to attend a designated class in the Department of Foreign Languages throughout the semester. Working under faculty supervision, students will schedule, prepare and conduct study sessions for students outside of class, consistent with recognized practices, and may assume other responsibilities.

**LASP 350 - Gender, Sexuality and Politics in Hispanic Cinema (3 credits)**

*Prerequisite: LASP 300 and LASP 370; or consent of instructor*

This course will explore Hispanic cinema from such directors as the surrealists Luis Buñuel and Salvador Dalí to the contemporary work of Pedro Almodóvar, Fina Torres and Tomás Gutiérrez Alea. The study of cinematic techniques will be contextualized with reference to Hollywood, independent and European cinema. Close analysis will shed light on such issues as 1) links between the sexual body and the body politic; 2) constructions of "woman" as monster; 3) post-Francoist countercultural critiques of family and society; 4) cinematic violence as riposte to fascist ideologies; 5) cultural spectacles such as the bullfight, religious procession, and saintly relic; 6) surrealism, magical realism, and gender. Spanish majors and minors will read supplementary material in Spanish; final essays may be written in either language. This course fulfills credit toward the Spanish major and minor and the Women's and Gender Studies minor. *Offered every other year.*

**LASP 351 – Cervantes (3 credits)**

*Prerequisite: LASP 401*

A study of the man and his works, with special emphasis on Don Quixote. Conducted in Spanish.

**LASP 370 - Patterns of the Spanish Language (3 credits)**

*Prerequisite: LASP 200 or consent of instructor*

Consideration given to writing patterns and to oral patterns with emphasis on lexicon. This course is conducted in Spanish. (*Formerly LASP 271*)

**LASP 371 - Advanced Spanish Conversation (3 credits)**

*Prerequisite: LASP 281*

Emphasis is placed in the development of advanced oral discourse skills. Fluency in Spanish is enhanced through interactive role-plays and improvised situations using contemporary idioms. Regional and dialectal speech patterns are introduced. Systematic audio and video tape practice. Conducted in Spanish.

**LASP 390 - Spanish Phonetics and Phonology (3 credits)**

*Prerequisite: LASP 370*

This course provides a comprehensive description of the sound system of Spanish. Special attention is given to the identification of pronunciation problems of non-native speakers, with an emphasis on English pronunciation patterns. Students will be required to study the phonetics terminology and to relate the readings to sample recordings of native speakers. This course is conducted in Spanish. (*Formerly LASP 290*)

**LASP 391 - Spanish Civilization (3 credits)**

*Prerequisite: LASP 281 or consent of instructor*

Readings and discussion of topics related to Spanish civilization through the centuries are treated. Conducted in Spanish.

**LASP 392 - Spanish-American Civilization (3 credits)**

*Prerequisite: LASP 281 or consent of instructor*

Readings and discussions of topics related to South American and Caribbean civilizations from pre-Columbian to modern times are treated. Conducted in Spanish.

**LASP 400 - Survey of Spanish Literature (3 credits)**

*Prerequisite: LASP 391 or consent of instructor*

The course introduces the student to the principal literary movements from the Middle Ages to the present. Representative authors such as Ruiz, Cervantes, Lope de Vega, Moratin, Espronceda, Perez Galdos, Unamuno, Baroja, Garcia Lorca and Cela are treated. Conducted in Spanish.

**LASP 401 - Topics in Spanish Literature (3 credits)**

*Prerequisite: LASP 400 or LASP 402 or consent of instructor*

Topics will focus on a particular genre, such as the short story or the theater, with intensive study of selected works from modern writers. Conducted in Spanish. This course may be repeated for different topics.

**LASP 402 - Survey of Spanish-American Literature (3 credits)**

*Prerequisite: LASP 392 or consent of instructor*

Principal literary movements from the colonial times to the present will be introduced. Discussion will include representative works of El Inca Garcilaso de la Vega, Sor Juana Ines de la Cruz, Darío, Rulfo, Garcia Márquez and Fuentes. Conducted in Spanish.

**LASP 403 - Topics in Spanish-American Literature (3 credits)**

*Prerequisite: LASP 400 or LASP 402 or consent of instructor*

Topics will focus on a particular author, theme or genre, such as the short story or the theater, with intensive study of selected works from modern writers. Conducted in Spanish. This course may be repeated for different topics.

**LASP 490 - Seminar in Hispanic Literature (3 credits)**

*Prerequisite: LASP 400 or LASP 402 or consent of instructor*

Topics will be drawn from theme, genre, author and period. Conducted in Spanish. This course may be repeated for credit for different topics. *May be taken for graduate-level credit.*

**LASP 495 - Seminar in Spanish-American Literature (3 credits)**

*Prerequisite: Honors senior status and consent of the department*

This seminar will pursue, in depth, selected topics and authors of the specific literature. To be offered as required to qualified students. *May be taken for graduate-level credit.*

## **Spanish: Other Approved Courses**

**LASP 110 - Conversational Spanish for Medical Personnel**

**LASP 210 - Latin American Poetry in Translation**

**LASP 220 - Contemporary Latin American Novel in Translation**

**LASP 320 - Latin American Poetry**

**LASP 381 - The Middle Ages**

**LASP 404 - 19th-Century Spanish Literature**

**LASP 410 - Latin American Novel: Early Twentieth Century**

**LASP 420 - The Contemporary Latin American Novel**

**LASP 451 - 20th-Century Spanish Literature**

## **▪ SPECIAL EDUCATION**

**SPED 135 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others by consent of the instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. This course may be repeated for a maximum of two credits. *Offered fall semester.*



**SPED 136 - Freshman Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others by consent of the instructor*

Freshman Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. This course may be repeated for a maximum of two credits. *Offered spring semester.*

**SPED 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**SPED 202 - Introduction to Special Education (3 credits)**

This introductory course focuses on various aspects of education involving all learners, including educational philosophy, foundations, effective teaching practices and instructional models and professional teaching standards. Special education terminology used in describing and relating to learners with exceptional learning needs, identification of the components of special education law, and the analysis of the characteristics of students with exceptionalities, e.g., educational, psychological, medical and social, for the major disability categories, along the continuum of adaptations and accommodations will be emphasized. A 40-hour field experience is required.

**SPED 203 - Cultural Diversity Issues in School and Society (3 credits)**

This course will introduce the major goals, principles, and concepts of multicultural education with an emphasis on the impact on school and society. It will explore the cultural, linguistic and socioeconomic factors influencing our schools. It will offer concepts to assist participants to improve the learning environment and interaction among school, parents and community. *Offered either semester. (CMCL)*

**SPED 207 - Technology in Special Education (1 credit)**

This course will provide students information enabling them to identify ways in which technology can assist with managing the learning environments for students with special needs. In addition they will become familiar with sources of specialized materials, equipment and assistive technology. Students will develop skills in the use of technology, including word processing, test scoring and CAI.

**SPED 211 - The Early Childhood Learner with Special Needs (3 credits)**

This course will enable the student to develop the instructional and behavioral competencies to foster the inclusion of young children with special needs into early childhood educational settings. This course will examine the curricular adaptations and modifications as well as the preparation, implementation and evaluation of Individualized Family Service Plans and Individualized Educational Plans. A 40-hour field experience is required.

**SPED 217 - Meeting the Needs of All Learners (3 credits)**

This course will enable the student to identify appropriate strategies to effectively educate all learners, including students with special needs in general education settings. It will highlight instructional activities, curriculum modifications, assessment strategies and other adaptations that are usable in standards-based classroom. A 40-hour field experience is required.

**SPED 229 - Field Work in Special Education (3 credits)**

*Prerequisite: SPED 202 or SPED 203*

The practical aspects of special education will be brought into focus through the use of appropriate facilities. In cooperation with area programs, specific teaching and related activities will be undertaken for use in both special needs and mainstream programs.

**SPED 286 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others by consent of the instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. This course may be repeated for a maximum of two credits. *Offered fall semester.*

**SPED 287 - Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others by consent of the instructor*

Sophomore Honors Colloquia allow honors students to explore challenging topics in discussion-based small classes. Specific topics vary by semester and instructor. This course may be repeated for a maximum of two credits. *Offered spring semester.*

**SPED 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_ \_ \_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**SPED 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**SPED 302 - Principles and Application of Behavioral Management for the Special Needs Learner (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

This course will focus on basic principles, models and techniques for effective individual and classroom management in various educational environments. A field-based prepracticum experience is required at the level of license sought: PreK-8, 5-12.

**SPED 303 - Principles and Procedures of Assessment of Special Needs Learners (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

This course will provide students with the ability to assess educational needs of special learners. Emphasis on consideration of non-discriminatory procedures appropriate to social, racial and linguistic differences. Strategies for modifying teaching based on evaluation results. A field-based, prepracticum experience is required at the level of license sought: PreK-8, 5-12.

**SPED 401 - Professional Practices for Beginning Special Educators (3 credits)**

*Prerequisite: SPED 202 and admission to the Professional Education Program*

This course will develop the professional skills of beginning educators. It will address the areas of Individualized Education Program (IEP) development, writing 504 plans, progress monitoring, existing state and federal laws, working in inclusion settings with general educators, supervising paraprofessionals and working with parents and community agencies. This course will examine validated professional practices in special education. (CWRM)

**SPED 402 - Children with Reading Disability: Diagnosis and Teaching Strategies (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

This course examines reading disability in the context of typical reading development and reviews appropriate classroom interventions. Specifically, this course addresses the acquisition and development of literacy; cognitive, physical, cultural and environmental contributions to reading disability; various models for intervention and specific instructional strategies for building skill and fluency in reading across grades and disciplines. A field-based prepracticum experience is required.

**SPED 403 - Curriculum Development and Implementation for Special Needs Learners (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

This course enables the student to design and implement appropriate Individual Educational Programs (IEPs) under existing federal and state laws. Emphasis is placed on strategies and techniques which promote the academic, social, emotional, vocational and cultural needs of the special needs learner within a variety of instructional environments. A field-based pre-practicum experience is required at the level of license sought: PreK-8, 5-12.

**SPED 404 - Student Teaching Practicum: Inclusion Program (PreK-8) (6 credits)**

*Prerequisite: Admission to the Professional Education Program and student teaching experience*

This practicum involves responsibility as a teacher in a general education classroom which includes specific services being provided for learners with special needs. This practicum is done at the PreK-8 level under a qualified cooperating teacher and a college supervisor.

**SPED 405 - Student Teaching Practicum: Special Education Program (PreK-8) (6 credits)**

*Prerequisite: Acceptance into student teaching*

Program involves a minimum of 150 hours of observation, assisting and full time teaching, with a minimum of 135 hours in direct

instructional responsibilities in programs for moderate special needs students. This practicum is done at the PreK-8 level under a qualified cooperating teacher and college supervisor.

**SPED 406 - Student Teaching Practicum: Mainstreamed Program (5-12) (6 credits)**

*Prerequisite: Acceptance into student teaching*

Practicum involves a minimum of 150 hours of observation, assisting and full time teaching, with a minimum of 135 hours in direct instructional responsibilities in a regular classroom in which special needs students are integrated. This practicum is done at the 5-12 level, under a qualified cooperating teacher and college supervisor.

**SPED 407 - Student Teaching Practicum: Special Education Program (5-12) (6 credits)**

*Prerequisite: Acceptance into student teaching*

Practicum involves a minimum of 150 hours of observation, assisting, and full time teaching, with a minimum of 135 hours in direct instructional responsibilities in a program for moderate special needs students. This practicum is done at the 5-12 level, under a qualified cooperating teacher and college supervisor.

**SPED 410 - Instructional and Curricular Strategies for Learners with Intensive Special Needs I (3 credits)**

*Prerequisite: SPED 202 and SPED 203; and admission to the Professional Education Program*

This course is designed to provide knowledge relating to the curricula and instructional needs of learners with intensive special needs. Fundamental concepts of the IEP process, applicable technologies that facilitate communication, mobility, parental support, support systems and collaborative aspects will be addressed. Pre-practicum monitored, field-based experiences required.

**SPED 411 - Instructional and Curricular Strategies for Learners with Intensive Special Needs II (3 credits)**

*Prerequisite: SPED 410 and admission to the Professional Education Program*

This course provides further development of issues addressed in SPED 410. Additionally, the course provides knowledge concerning advanced instructional and management strategies that can enhance the quality of life of individuals with intensive special needs. Fundamental concepts/strategies relating to social interactions, employability, constructive use of leisure time, managing behavior, communication interventions and medication management are addressed. Pre-practicum monitored, field-based experiences are required. (CWRM – special education, severe disabilities (all levels) concentration only)

**SPED 412 - Student Teaching Practicum: School Setting, ISN (6 credits)**

*Prerequisite: Acceptance into student teaching*

Practicum involves a minimum of 150 hours of observation, assisting, and full-time teaching in an educational program for individuals with intensive special needs. The practicum is done at the 3-21 level, under the supervision of a cooperating practitioner and college supervisor.

**SPED 413 - Student Teaching Practicum: Alternative Setting, ISN (6 credits)**

*Prerequisite: Acceptance into student teaching*

Practicum involves a minimum of 150 hours of observation, assisting, and full-time responsibilities in an alternative program for individuals with intensive special needs. This practicum is done at the 3-21 level, under the supervision of a cooperating practitioner.

**SPED 415 - Methods and Materials for the Academically Talented (3 credits)**

*Prerequisite: PSYC 100*

Emphasis is placed on the identification and placement of gifted pupils in our schools and the related program, enrichment activities, creative development, method and materials, modified curriculum, administration, motivation and treatment of underachievement. *May be taken for graduate-level credit.*

**SPED 431 - Student Teaching Practicum -- Moderate Disabilities (PreK-8) (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with moderate disabilities (PreK-8) are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.

**SPED 432 - Student Teaching -- Moderate Disabilities (5-12) (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with moderate disabilities (5-12) are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.

**SPED 433 - Student Teaching -- Severe Disabilities (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with severe disabilities are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.

**SPED 436 - Consulting Skills for Special Educators (3 credits)**

*Prerequisite: PSYC 100; and SPED 202 or SPED 510; or consent of instructor*

This course emphasizes the development of consulting and training skills of the special educator. This will include a survey of the origins and dynamics of consulting techniques which will result in the student being able to work in a variety of settings. *May be taken for graduate level credit.*

**SPED 438 - Career Education for Special Needs Learners (3 credits)**

*Prerequisite: SPED 202 or SPED 510*

This course is an examination of relevant legislation and recommended practices related to person-centered transition planning for students with disabilities in high school, post-school, and adult life, including postsecondary education, employment, community participation and independent living. *May be taken for graduate level credit.*

**SPED 460 - Topics in Special Education (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or consent of instructor*

This course is designed for students who desire to study selected topics in this field; it will allow for timely and relevant information to be explored. Topics change each semester. This course may be repeated for different topics.

**SPED 485 - Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth Honors and Departmental Honors students and to others by consent of the instructor*

The Honors Thesis is the culmination of a student's work in the Honor's Program, and may consist of either one or two semester's pursuit of an advanced student-generated project. Students meet regularly with their thesis adviser. The thesis is read for approval by the department honors committee or its designees. This course may be taken twice for a maximum of six credits.

**SPED 498 - Internship in Special Education (3-15 credits)**

*Prerequisite: Consent of the department; formal application required and admission to the Professional Education Program*

Off-campus experiences in areas related to expanding the student's background in special education. In-depth exposure to such areas as rehabilitation programs, sheltered workshops, day care centers, hospital and institutional programs. This course may be repeated for a maximum of 15 credits.

**SPED 499 - Directed Study in Special Education (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

**SPED 501 - Professional Practices in Special Education (3 credits)**

*Prerequisite: SPED 510 with a minimum grade of "B" or SPED 202 with a minimum grade of "B" or SPED 211 with a minimum grade of "B" or consent of the graduate program coordinator*

This course will develop the professional skills of teachers of students with moderate special education needs in the areas of Individualized Education Plan (IEP) development, Massachusetts curriculum frameworks, existing state and federal laws, working in inclusion settings, collaborating with general educators, supervising paraprofessionals and working with parents and community agencies. Field experiences will be included.

**SPED 502 – Research (3 or 6 credits)**

Original research undertaken by the graduate students in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**SPED 503 - Directed Study (1-3 credits)**

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "College of Graduate Studies" section of this catalog. This course may be repeated for a maximum of six credits.

**SPED 504 - Applied Curriculum Development for Learners with Special Needs: PreK-8 (3 credits)**

*Prerequisite: SPED 510 with a minimum grade of "B" or SPED 202 with a minimum grade of "B" or SPED 211 with a minimum grade of "B" or consent of program coordinator*

This course will cover alternative strategies, techniques and materials to promote successful learning of the learner with special needs at the PreK-8 level. Emphasis will be on the creation of curriculum using evidenced-based practice. The focus of curriculum and instruction will be in math, language arts and content area subjects stressing Progress Monitoring using Curriculum-Based Assessment. Alternative Assessment will also be examined. Field experiences will be included.

**SPED 505 - Applied Curriculum Development for Learners with Special Needs: 5-12 (3 credits)**

*Prerequisite: SPED 510 with a minimum grade of "B" or SPED 202 with a minimum grade of "B" or SPED 211 with a minimum grade of "B" or consent of program coordinator*

This course will cover alternative strategies, techniques and materials to promote successful learning of the learner with special needs at the 5-12 level. Emphasis will be on the creation of curriculum using evidenced-based practices in math, language arts and content area subjects for middle school and secondary learners, using progress monitoring in conjunction with Curriculum-Based Assessment. Transition planning and Alternative Assessment will also be examined. Field experiences will be included.

**SPED 508 - Strategies for Diversity (3 credits)**

This course will provide students with a forum for the study, discussion, and practical inclusion of multicultural principles and strategies into the curriculum. It will investigate the many levels of culture defined within the macroculture of U.S. society. Students will gain knowledge and information of effective methods, resources and materials in order to develop and adapt techniques and strategies to implement in the contemporary multicultural classroom.

**SPED 509 - Teaching Reading to Learners with Disabilities (3 credits)**

*Prerequisite: SPED 202 with a minimum grade of "B" or SPED 510 with a minimum grade of "B"*

This course will investigate the etiology of reading disabilities: physical, cultural and environmental. The Literacy Continuum and specific language programs will be analyzed. Effective commercially available reading programs and research-based instructional strategies that are useful for teaching students with reading disabilities will be emphasized. Field-based experience may be required.

**SPED 510 - Exceptional Children in the Schools (3 credits)**

This course will provide an orientation to the characteristics, levels of severity, definitions, and classroom accommodations and modifications for individuals with exceptional learning needs. Included is an exploration of the roles of professional organizations and service providers, and the different professionals within the school system as related to special education. Emphasis will be on legal requirements and assessment procedures underlying individualized education programs, and an understanding of instructional strategies, remedial methods and curriculum materials utilized for individuals with exceptional learning needs in both inclusive and segregated settings. Field-based experience is required.

**SPED 512 - Organization and Administration of Special Education (3 credits)**

A comprehensive study of the psychological diagnosis, the personnel, the curriculum, the facilities, and the pupil services in an effective special education program. Introductory background information in special education is beneficial to succeed in this course.

**SPED 516 - Applied Collaborative Strategies (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education*

This course will build on the knowledge of individual and different learning styles and thinking skills. Curriculum planning and instructional techniques will be discussed and developed. Strategies for maximizing consulting and collaborative team efforts will be covered through discussion, research role-playing and interviews. Field experience will be included.

**SPED 517 - Language Skills for Special Needs Learners (3 credits)**

*Prerequisite: Matriculation in the Master's Degree Program in Special Education*

This course will cover classroom approaches and strategies for the diagnosis and analysis of language and related learning dysfunctions. Emphasis will be on the development of a total language curriculum appropriate for utilization within special education and mainstream programs.

**SPED 518 - Reading Strategies in Special Education (3 credits)**

*Prerequisite: SPED 509 with a minimum grade of "B"*

This course will cover the areas of research diagnosis and instructional alternatives for students who need special education reading instruction. Participants will explore a variety of diagnostic tools as well as specific direct instruction models/programs utilized in special education. Skills in the area of explicit teaching approaches will be analyzed as they apply to the reading in the literacy/language arts class as well as to reading in content areas. A field-based experience allows students to incorporate new information into practical application.

**SPED 520 - Special Topics in Special Education (1-3 credits)**

*Prerequisite: Course prerequisites may be specified depending upon the nature of the topic*

Special topics of current relevance in special education will be offered from time to time. The topic to be addressed will be announced prior to registration. May be taken more than once with the consent of the adviser.

**SPED 522 - The Inclusion Classroom: Philosophy and Implementation (3 credits)**

This course will enable the participants to identify and apply appropriate strategies, techniques and curriculum adaptations to promote success for students with exceptional learning needs in the general education classroom. Consideration will be given to the philosophical and legal considerations for inclusion/main-streaming. Field experiences will be required.



**SPED 524 - Curriculum Development for Learners with Severe Disabilities I (3 credits)**

*Prerequisite: SPED 510 with a minimum grade of "B"; or consent of the graduate program coordinator*

This course will focus on current best practices in curriculum and methods for students with severe disabilities. It will focus on curriculum-based assessment, IEP development, systematic instruction in substantially separate and inclusive classrooms and community settings by emphasizing evidenced-based instructional strategies to prepare students with severe disabilities for appropriate and meaningful participation in major life activities. *Offered spring semester.*

**SPED 525 - Curriculum Development for Learners with Severe Disabilities II (3 credits)**

*Prerequisite: SPED 524 with a minimum grade of "B"*

This course provides further development of issues addressed in SPED 524. The course provides knowledge concerning advanced instructional and management strategies that can enhance the quality of life of individuals with severe disabilities. Fundamental concepts/strategies relating to social interactions, employability, constructive use of leisure time, managing behavior, communication interventions, transition planning, academic curricula and medication management are addressed. Development of a full case study, including an IEP and curriculum planning, will be covered. Field-based experience is required. *Offered fall semester.*

**SPED 527 - Early Childhood Learner with Special Needs (3 credits)**

This course will examine early childhood special education practices for both the inclusive and substantially separate settings. Areas of concentration will include: the history of early care for children with exceptionalities, a review of normal early childhood development, risk conditions in pre- and post-natal care, assessment of young children, procedures for referral and placement, and developmentally appropriate curriculum strategies. Special attention throughout the course will be placed on the role of families in partnership with caregivers and educators.

**SPED 530 - Assessment Procedures in Special Education (3 credits)**

*Prerequisite: SPED 202 with a minimum grade of "B"; or SPED 510 with a minimum grade of "B"; or matriculation in the master's in special education*

This course will focus on the administration, analysis and interpretation of standardized and other assessment data, with consideration of cultural and linguistic applications. Emphasis will be on the developing of instructional programs from the data and the providing of information to professionals and parents. Field experience will be included.

**SPED 542 - Behavior Interventions in Bilingual Special Education (3 credits)**

Skills will be developed for understanding how cultural differences affect behavior. The models of behavioral management will include positive peer culture, tribal orientation, cultural symbols, social relations in the classroom and multicultural techniques in addition to the theories of Erikson, Maslow and Skinner, and other psychological and cognitive models. Introductory background information in special education is beneficial to succeed in this course.

**SPED 544 - Language Development and Bilingualism (3 credits)**

Skills will be developed for identifying dominance and language proficiency, understanding theories of first and second language learning, relating methods and theories on reading to ESL materials and identifying biases and deficiencies in existing curriculum for linguistic and cultural minority students. Emphasis will be on the effect of culture and language differences on speech and language development. Introductory background information in special education is beneficial to succeed in this course.

**SPED 546 - Strategies and Techniques for Adapting Bilingual Resources and Materials for the Special Needs Learner (3 credits)**

Skills will be developed for organizing, planning, teaching and evaluating materials and programs for cultural/racial/linguistic biases and stereotyping, but with an additional focus on sensitivity to bilingualism and biculturalism. Emphasis will be on developing appropriate materials and strategies for meeting the needs of bilingual children in the classroom, the resource room or least restrictive environment. Introductory background information in special education is beneficial to succeed in this course.

**SPED 547 - Multiple Roles for Bilingual Teachers of Moderate Special Needs Children (3 credits)**

Skills will be developed for the many roles a change agent might function in, such as educators, consultants, advocates, liaisons, counselors, advisers and trainers. Emphasis will be on the major role of the bilingual special educator as a change agent in the school and community to reduce racial discrimination in regular and special education. Introductory background information in special education is beneficial to succeed in this course.

**SPED 550 - Seminar in Special Education (3 credits)**

*Prerequisite: EDMC 530 with a minimum grade of "B" and completion of 24 semester hours in the MEd in Special Education program and consent of the graduate coordinator*

An advanced study of major theoretical and contemporary issues influencing special education. Emphasis will be on curriculum, methodology, educational theory and research aspects with classroom application. Each participant will undertake an extensive study of a significant issue in special education.



**SPED 551 - Autism Spectrum Disorders (3 credits)**

This course examines the spectrum of disorders associated with Autism, a developmental disability affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that affects a child's performance. The characteristics of the various conditions found within the umbrella of "Autism Spectrum Disorders" will be examined and reviewed in relationship to the specific needs of children with such characteristics. Issues including the emergence of the broad range of associated disorders; trends in treatment; effective behavior management strategies; implications for parents, families, and caregivers; medical factors; early intervention techniques; speech and language difficulties; and school connections will be explored. An emphasis will be placed on techniques to effectively address the behavioral needs of children with Autism Spectrum Disorders in the classroom. The importance of family involvement and strategies for teaming with parents will be emphasized throughout all discussions.

**SPED 555 - Field Experience in Special Education (3-6 credits)**

*Prerequisite: Completion of 24 credits in the MEd in Special Education program or consent of the adviser*

A field experience that offers qualified students the opportunity to gain practical off-campus experience in special education. Placements are in public and private agencies and are designed to complement the student's study in special education; a minimum of 10 clock hours per credit is required in the field.

**SPED 559 - Study Tour: Multicultural Perspectives in Special Education and Communication Disorders (3 credits) Cross Listed with COMD 559**

*Prerequisite: Dependent on itinerary*

This is a faculty led study tour to investigate how individuals with special needs and/or communication disorders are treated educationally and socially in cultures outside the United States. This course may be repeated for different itineraries.

**SPED 560 - Teaching Students with Special Needs through Direct/Explicit Instruction (3 credits)**

This course will provide students with information on the design of instruction for students with diverse learning needs. Procedures will be addressed which examine the relationship between the academic achievement of students and instructional design. Critical instructional design dimensions and teacher delivery include a) knowledge forms, b) the generic instructional set, and c) a principle design network. These dimensions will be applied and illustrated in the areas of language, beginning reading, mathematics, reading comprehension, expressive writing, content instruction and management.

**SPED 561 - Advanced Strategies in Behavior Management (3 credits)**

*Prerequisite: SPED 302 or SPED 575*

This course will provide advanced information relative to management strategies for the behavior and emotional problems of all learners. This course will go beyond the basics of behavior management and behavioral analysis. It will focus on interventions from all approaches including the psychodynamic, biochemical and ecological models, including commercial programs. A practical application emphasis will be highlighted.

**SPED 562 - Psycho-education in the Classroom (3 credits)**

The primary purpose of this course is to provide students with the current knowledge and professional skills necessary for the design, implementation, monitoring and effectiveness of psycho-educational interventions with children and adolescents in school settings. Emphasis is placed upon students acquiring a functional understanding of the process associated with psycho-educational interventions in school. The course will cover intervention planning for specific academic, neurological and psychological childhood disorders.

**SPED 563 - Ethical and Legal Issues in Special Education (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education or consent of the graduate coordinator*

This course is designed to assist professionals to develop a critical and reflective sense of how law, ethics and democratic ideals affect the contexts of teaching in general and special education. Topics include the effective educator, school law, rights and responsibilities, ethical codes, current events and best practices. Participants will analyze specific school controversies and the interpretations of legal mandates and ethical codes applications.

**SPED 565 - Instructional Strategies for Students with Mathematics Learning Difficulties (3 credits)**

This course will cover the areas of research, assessment and instructional alternatives for students with moderate needs who need individualized or small group mathematics instruction. Participants will explore formal, informal and curriculum based assessment tools, as well as specific instructional methods for conceptual and procedural knowledge and problem-solving skills. Participants will also develop a deeper understanding of the essential mathematics skills required for students and teachers.

**SPED 575 - Behavior Interventions in Special Education (3 credits)**

This course will focus on the background, basic principles and techniques necessary for effective development of behavior with special needs students. Emphasis will be placed on behavioral procedures that have been found effective for individual and classroom use,

including the ability to systematically observe and record student behavior. Other interventions and their applications to special education settings will also be considered. Introductory background information in special education is beneficial to succeed in this course.

### **SPED 582 - Technology for Special Populations (3 credits)**

This course will develop technology skills for teachers to include students with and without disabilities in general and special education program environments. It will focus on the use of low-tech and high-tech methodologies, basic assistive technology assessment skills and augmentative communication. The handicaps. Emphasis will be placed on selecting the appropriate tool to match an identified need. Special education legal requirements for technology will be included.

### **SPED 583 - Introduction to Applied Behavior Analysis (3 credits)**

This course will introduce students to basic concepts and principles of behavior analysis as they relate to children and adolescents, with an emphasis on students with Autism Spectrum Disorders and related developmental disabilities. Students will become knowledgeable about evidence-based interventions, based on basic principles of behavior, for intervening on behalf of children and adolescents in educational settings. Topics will include ethics, how to conduct Functional Behavior Assessment (FBA), reinforcement procedures to increase behavior, punishment and non-punishment procedures to decrease behavior, data collection systems, generalization, self-management techniques, and discrete trial teaching. Students will also develop their own behavior management program in a culminating project.  
*Offered spring semester.*

### **SPED 590 - Teaching the Gifted Learner (3 credits)**

This course examines the characteristics and needs of gifted children and adolescents. It addresses concepts of giftedness, identification and assessment of gifted learners, the social-emotional growth of gifted children, underrepresented gifted populations, effective programs for gifted and talented students and culturally responsive teaching of gifted children.

### **SPED 593 - Practicum: Severe Disabilities (6 or 12 credits)**

*Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the Field Experience Office in the College of Education and Allied Studies*

This practicum involves a minimum of 150 hours to earn six credits or a minimum of 300 hours to earn 12 credits. Candidates will teach in the role of the licensure sought under the direction of a qualified cooperating practitioner and college supervisor. This practicum may be repeated for a total of 12 credits. *Offered fall and spring semesters.*

### **SPED 594 - Practicum: Moderate Disabilities (PreK-8) (6 or 12 credits)**

*Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the Field Experience Office in the College of Education and Allied Studies*

This practicum involves a minimum of 150 hours to earn six credits or a minimum of 300 hours to earn 12 credits. Candidates will teach in the role and at the level of licensure sought (PreK-8) under the direction of a qualified practitioner and college supervisor. This practicum may be repeated for a total of 12 credits.

### **SPED 595 - Practicum: Moderate Disabilities (5-12) (6 or 12 credits)**

*Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the Field Experience Office in the College of Education and Allied Studies*

This practicum involves a minimum of 150 hours to earn six credits or a minimum of 300 hours to earn 12 credits. Candidates will teach in the role and at the level of licensure sought (5-12) under the direction of a qualified practitioner and college supervisor. This practicum may be repeated for a total of 12 credits.

## **Special Education: Other Approved Courses**

### **SPED 540 - Contemporary Issues and Mandates in Bilingual and Special Education**

## **■ SWAHILI**

### **LASW 101 - Elementary Swahili I (3 credits)**

This introductory course will provide students with the basic structures and vocabulary of Swahili in a communicative and functional way. Students will also learn about language contact with Arabic, Portuguese, English and other languages that have influenced Swahili language and culture. (CGCL; CHUM)

**LASW 102 - Elementary Swahili II (3 credits)**

*Prerequisite: LASW 101 or consent of instructor*

This is a second-semester introductory course in Swahili, which will continue to provide students with the basic structures and vocabulary in a communicative and functional way. Students will continue to learn about language contact with Arabic, Portuguese, English and other languages that have influenced Swahili language and culture. *Offered spring semester.* (CGCL; CHUM)

**LASW 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LASW 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LASW 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 or \_\_\_\_299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## ■ TEACHING ENGLISH AS A SECOND LANGUAGE

**TESL 501 - Second Language Teaching and Learning (3 credits)**

This course will provide training to Massachusetts' mainstream teachers who have English language learners (ELLs) in their classrooms. Participants will explore theories and models of second language acquisition (SLA). They will learn about the emotional, social and intellectual implications of the process of learning a second language while maintaining the first. Participants will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting. This course is designed to address the current Massachusetts curricular standards for ELLs.

**TESL 504 - Sheltered Content Instruction: Principles and Practices (3 credits)**

This course is designed to equip teachers with the knowledge and skills to effectively organize and implement content area instruction appropriate for English language learners (ELLs) at different levels of English proficiency. It will focus on sheltered content instruction for a variety of proficiency levels and content areas. Course participants will use the current curricular standards for ELLs for their grade level(s) and subject area(s). Field experience may be required.

**TESL 505 - Reading and Writing in the Sheltered Content Classroom (3 credits)**

This course will provide an introduction to methodology of content area reading and writing instruction to English language learners (ELLs). Linguistically diverse students require pedagogical approaches that address particular needs, including oral and native language proficiency. Particular attention will be placed on reading and writing instruction, and study skills in the content areas.

**TESL 506 - Assessment for Equity and Inclusion of Linguistic and Cultural Differences and Exceptionalities (3 credits)**

This course is designed to develop the knowledge and skills necessary in preparing participants to select, adapt and design assessment instruments and testing techniques reflective of both placement and instructional goals of English language learners (ELLs) in grades PreK-12. The course will include discussion of appropriate assessment procedures for evaluating culturally and linguistically different students, as well as exceptional ELLs. The course also examines current curricular standards for ELLs.

**TESL 595 - Practicum: Teacher of English to Speakers of Other Languages (3-6 credits)**

*Prerequisite: Acceptance and retention in the professional education program, satisfactory completion of program requirements, consent of the Field Experience Office in the College of Education and Allied Studies, and passing scores on the MTEL® English as a Second Language*

This practicum is a supervised full-time clinical experience which spans one semester. Candidates are assigned by the College of Education and Allied Studies to an appropriate classroom that serves English Language Learners (ELLs) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe ELL students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member from the TESOL program. Candidates must demonstrate the competencies required for initial teaching licensure via a preservice performance assessment and completion of all program requirements.

## ■ THEATER ARTS

**THEA 110 - Theater Appreciation (3 credits)**

This course introduces the student to the roles of theater artists, the special nature of live theatrical performances, the art of theater as an expression of human experience and to the richness and variety of the heritage of the theater. Theater attendance is required. This course is suitable for students from a variety of majors other than theater seeking a basic knowledge of theater. *Offered either semester. (CFPA)*

**THEA 115 - Play Production (3 credits)**

This course introduces the student to the processes involved in the creation of theater art. The student develops an understanding of the aesthetics and conventions of the theatrical event through observation and structured applied experience in the basic practices involved in planning and performing. Theater attendance is required and additional laboratory time is required. Theater arts majors must complete this course within the first 30 credits to receive degree credit. *Offered either semester. (CFPA)*

**THEA 120 - Introduction to Acting (3 credits)**

This course is an introduction to and provides practice in the various components of stage acting through an exploration of self-awareness, vocal and physical concerns of the actor, basic acting theory, characterization, script analysis, as well as scene and monologue performances. Theater attendance is required. (Not open to students with a concentration in Theater Arts.) (CFPA)

**THEA 140 - Theater Performance Practicum (1 credit)**

Credit is given for 60 or more hours per semester of rehearsal and performance time in a major production. Audition is required. This course may be repeated. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**THEA 157 - Movement for the Actor (3 credits)**

This course focuses on one of the most important aspects of actor training: movement for the stage, addressing techniques, styles and foundations of movement. Through solo and group exercises, as well as prepared performances, students will gain basic proficiency in proper postural alignment, centering, kinesthetic awareness and response, the variables of movement, the fundamentals and vocabulary of Laban theory and technique and the fundamentals of stage combat.

**THEA 162 - Costume Production (1.5 credits)**

This course introduces students to basic skills used in creating costumes for the theater. The course will cover textiles and fabrics, pattern drafting and the use of commercial patterns, techniques for hand-sewing and the use of different sewing machines in preparation for completing a finished garment. It is intended to be taken with THEA 174 Technical Theater Production in the same term. An additional laboratory of 10 hours to be scheduled is required.

**THEA 170 - Technical Theater Practicum (1 credit)**

*Prerequisite: Consent of instructor*

Credit is given for 60 or more hours per semester of technical work on a major production. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. This course may be repeated. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**THEA 172 - Theater Costume Practicum (1 credit)**

*Prerequisite: Consent of instructor*

Credit is given for 60 or more hours per semester of work in costume production for theater and dance. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. *Offered either semester.*

**THEA 174 - Technical Theater Production (1.5 credits)**

This course introduces students to basic technical theater production methods and skills in lighting, sound, scenic construction and painting. This course meets once weekly for one quarter, spring term, alternate years. It is intended to be taken with THEA 162 Costume Production in the same term. An additional laboratory of 10 hours to be scheduled is required.

**THEA 185 - Theater Management Practicum (1 credit)**

*Prerequisite: Consent of instructor*

Credit is given for 60 or more hours per semester of work in audience development, publicity, box office and house management activity in connection with departmental productions. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. This course may be repeated. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**THEA 199 - First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**THEA 210 - Oral Interpretation (3 credits)**

Analysis and oral reading of prose, poetry and drama; individual and group forms, theory and practice. (CSPK)

**THEA 211 - Voice Production for Theatre (3 credits)**

This course provides an analysis of each student's vocal habits in performance. Exercises that concentrate on good vocal habits and techniques for the performing artist, training in physical perception of the sounds of "good American speech" and manipulation of the variables of speech for stage interpretation are included. The course provides an introduction to the vocal performance of Shakespeare. *Offered spring semester.*

**THEA 220 - Play Analysis for Production (3 credits)**

The objective of the course is to train theater artists in methods of play analysis for production, which can be applied to diverse periods and styles. The works explored range through early Greek, Elizabethan, Neoclassicism, Realism, and Post-Realism. Theater attendance is required. *Offered fall semester.*

**THEA 222 - Asian Theater (3 credits)**

This course introduces the student to the theater of several Asian cultures and their aesthetic foundations in myth and ritual. Included are Sanskrit, Chinese, Japanese and other Asiatic traditions. *Offered spring semester.* (CFPA; CGCL; CMCL)

**THEA 226 - Children's Theater (3 credits)**

Theater for the child audience: the study of styles and structures for children's theater and analysis of representative theater pieces for children. Opportunity for performing selected pieces. (CFPA)

**THEA 230 - Creative Dramatics (3 credits)**

This course develops creative faculties through the use of dramatic play in laboratory sessions as well as classroom activity. *Offered alternate years.* (CFPA)

**THEA 236 - The American Musical Theater (3 credits)**

Major trends in the evolution of the American Musical Theater from its origin to the contemporary Broadway musical. Examination of major works of leading composers, librettists, performers, producers and choreographers. (CFPA; CWRT)



**THEA 242 - Acting I (3 credits)**

Development of appreciation and basic skills in the fundamentals of acting. Introduction to established systems of acting and to character and script analysis. Theater attendance is required. *Offered spring semester.*

**THEA 243 - Acting II (3 credits)**

*Prerequisite: THEA 242 or consent of instructor*

Advanced problems and projects, with intensive scene analysis and character analysis. Theater attendance is required. *Offered alternate years.*

**THEA 247 - Performing the Musical (3 credits)**

The course is a laboratory experience in the performance of musical theater. The student studies the aspects of movement, singing and acting as they are unique to musical theatre performance. Songs, dances and scenes will be staged, directed and critiqued.

**THEA 252 - Dance for Musical Theater (3 credits)**

This course is a practical survey of several of the major choreographic influences in the American Musical Theater as a means towards studying the major approaches to dance within the genre. Students will study and practice choreography of key figures such as Helen Tamiris, Jack Cole, Jerome Robbins, Bob Fosse and Twyla Tharp. Combinations of original choreography will be taught, and students will present choreographic projects based on the work of these and other choreographers in the genre. Previous dance experience is strongly advised.

**THEA 265 - Stage Costuming (3 credits)**

This course covers principles and techniques of costuming for the stage, including design and construction of costumes and organization of costuming for theatrical production. Meets five hours weekly. *Offered alternate years.*

**THEA 272 - Scenography I (3 credits)**

*Prerequisite: THEA 220 recommended*

Theory and practice of designing and planning scenery and lighting for the stage. This course addresses the development of design ideas, period and design research skills and techniques of visual communication of design and production planning and execution. This course meets five hours per week. *Offered spring semester.*

**THEA 278 - Scene Design (3 credits)**

*Prerequisite: THEA 272*

Theory and practice of designing for stage productions.

**THEA 280 - Theater Management (3 credits)**

This course covers the business aspects of theatrical production: publicity, programs, financing, ticket sales and house management.

**THEA 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement.*

*Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**THEA 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**THEA 326 - Children's Theater Tour (3 credits)**

*Prerequisite: THEA 226*



This course offers students the opportunity to create original theater pieces geared to young audiences. The class will tour schools in Southeastern Massachusetts throughout the semester as part of Bridgewater State University outreach programs. Bridgewater students will have a performing and production experience similar to many professional touring children's theater companies.

**THEA 340 - Laboratory Theater Production Lab (1 credit)**

*Prerequisite: Junior or senior standing*

Students registering for THEA 347, Laboratory Theater Production, must also register for this associated lab section of the course, THEA 340, Laboratory Theater Production Lab; and they must participate in rehearsals to be arranged over the course of the semester outside of class time. May be taken twice for credit. *Offered fall semester.*

**THEA 343 - Acting for the Camera (3 credits)**

*Prerequisite: COMM 250 or THEA 210*

This course develops specialized techniques necessary for performance as an actor for film or television.

**THEA 346 - Speech and Text for the Actor (3 credits)**

*Prerequisite: THEA 211 and THEA 242*

This course will provide students with advanced analytical, vocal, speech and interpretive techniques associated with performing dramatic literature that is constructed on highly artificial language and/or requires virtuosic vocal performance. Through the study of three or four dialects, students will also learn a system for achieving stage dialects.

**THEA 347 - Laboratory Theater Production (3 credits)**

*Prerequisite: Junior or senior standing*

Analysis and practice in selection of play scripts, acting and directing techniques in rehearsal, culminating in the performance of a production. Entrance to the course is by audition or interview. May be taken twice for credit. *Offered fall semester.*

**THEA 348 - Acting Shakespeare (3 credits)**

*Prerequisite: THEA 211 and THEA 242*

This course is an exploration of performing Shakespeare. Theory analysis of rhythms, timber, phonetics and poetic devices for performance, scenes, monologues and written analysis are covered. *Offered alternate years.*

**THEA 349 - Comedy on Stage (3 credits)**

*Prerequisite: THEA 242 or consent of instructor*

Analysis and practice of theatrical comedy, including techniques appropriate to the interpretation and presentation of humorous dramatic scenes in the classroom. *Offered alternate years.*

**THEA 376 - Stage Lighting (3 credits)**

Materials and techniques fundamental to contemporary stage lighting; analysis of the principles of design as they relate to contemporary theater production. *Offered alternate years.*

**THEA 399 - Topical Studies (3 credits)**

Variable contemporary topics in theater. This course may be repeated for different topics. *Offered either semester.*

**THEA 421 - Theater History I (3 credits)**

Trends in dramatic and theatrical developments throughout the western world from ancient Greece to the 17<sup>th</sup> century. *Offered fall semester. May be taken for graduate-level credit.*

**THEA 422 - Theater History II (3 credits)**

Trends in dramatic and theatrical developments throughout the western world from the 17<sup>th</sup> century to the present. *Offered spring semester. May be taken for graduate-level credit.*

**THEA 430 – Playwriting (3 credits)**

Appreciation of the nature of the play as an art form. Analysis of plays of various types. Practice in writing. *May be taken for graduate-level credit.*

**THEA 431 - Directing I (3 credits)**

*Prerequisite: THEA 220 and THEA 242; or consent of instructor*

Basic knowledge and techniques for the beginning director. Play analysis, composition, movement, characterization and rehearsal. *Offered spring semester. May be taken for graduate-level credit.*

**THEA 432 - Directing II (3 credits)**

*Prerequisite: THEA 220 and THEA 242 and THEA 431; or consent of instructor*

This course considers the principles of direction and various theories of direction with practical experience in directing scenes for the stage. *May be taken for graduate-level credit.*

**THEA 442 - Acting Styles (3 credits)**

*Prerequisite: THEA 157 and THEA 211 and THEA 242*

Analysis and practice of styles of acting and staging methods of selected historical periods and modern movements considered classics in the development of theater, including the Greek, Elizabethan, Restoration, Georgian and neoclassic periods and schools, and the works of such as Ionesco, Brecht, Beckett, and Moliere. Improvisations, scenes, monologues. Theater attendance is required. *May be taken for graduate-level credit.*

**THEA 455 - Audition Techniques (3 credits)**

*Prerequisite: THEA 157 and THEA 211 and THEA 242*

This course explores and practices audition theory and techniques. Audition pieces of various styles and periods are developed and critiqued. Different formats for auditions are utilized.

**THEA 495 - Seminar in Contemporary Theater (3 credits)**

*Prerequisite: Senior standing and THEA 220*

This is a required capstone course for students graduating with a concentration in theater. The course deals with issues in contemporary theater and practical matters surrounding careers in theater. Recital, portfolio, or thesis is required. Theater attendance is required. *Offered fall semester. May be taken for graduate-level credit. (CWRM)*

**THEA 497 - Advanced Individual Projects (1-3 credits)**

*Prerequisite: Junior standing; consent of faculty supervisor; additional course prerequisites depend on project*

The student contracts with faculty to explore learning activities of a creative nature beyond the scope of regular course offerings. This course may be repeated for a maximum of six credits. *May be taken for graduate-level credit.*

**THEA 498 - Internship in Theater (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. This course may be repeated for a maximum of 15 credits. Graded on a (P) Pass/(N) No Pass basis. *Offered either semester.*

**THEA 499 - Directed Study in Theater (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits. *Offered either semester.*

## Theater Arts: Other Approved Courses

**THEA 160 - Stage Makeup****THEA 241 - Improvisational Acting****THEA 251 - Dance History (3 credits)**

Examination of dance as a social and artistic force from primitive to modern times. Class will include lecture and film as well as performance of dances in historical styles.

**THEA 338 - Honors Tutorial (3 credits each semester)**

*Prerequisite: Consent of the department*

Special topics in Theater Arts. Open to Commonwealth and Departmental Honors students. Three hourly meetings weekly. *Offered fall semester.*

**THEA 339 - Honors Tutorial (3 credits each semester)**

*Prerequisite: Consent of the department*

Special topics in Theater Arts. Open to Commonwealth and Departmental Honors students. Three hourly meetings weekly. *Offered spring semester.*

**THEA 485 - Honors Thesis**

## ■ WOMEN'S AND GENDER STUDIES

### **WMST 199 - First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above or who have completed ENGL 101. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **WMST 298 - Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit (CSYS)

### **WMST 299 - Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 or \_\_\_\_ 299 are taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **WMST 499 - Directed Study (1-3 credits)**

*Consent of the department chairperson; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.

## **Women's and Gender Studies: Other Approved Courses**

### **WMST 240 - Critical Perspectives in Women's Studies (3 credits) Cross Listed with INTD 240**

This course introduces students to the historical background and theoretical frameworks of women's studies. Central to the course is an analysis of the range of feminist scholarship, and the intersections of gender, race, class and sexuality. Students will examine contemporary issues in women's studies and the implications of feminist thought for society and the individual. *Offered spring semester.* (CHUM; CMCL; CWRT)

### **WMST 304 - The Psychosocial Development of Women (3 credits) Cross Listed with SCWK 304**

This course will provide an introduction to "women's reality" in terms of current research on women's values and needs. The course will cover such topics as power and conflict, sexuality and intimacy, creativity, ethnicity and the effects of oppression as well as the emotional problems which appear to affect women, e.g., depression, eating disorders, etc.

### **WMST 330 - Issues and Perspectives in Women's Studies**

Cross Listed with INTD 330

**WMST 365 - Women in Sports (3 credits) Cross Listed with PHED 365**

*Prerequisite: Three core curriculum requirement credits in behavioral science*

This course investigates the sport-women relationship from a physiological, historical and socio-cultural perspective. In doing so, it examines images, attitudes and structures that affect the involvement of women in sport and exercise and restrict/enhance their personal and professional potential.

## CORRECTIONS TO THE 2013-2014 CATALOG

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### **Art**

For all Art Studio programs, ARTH 101 Introduction to Art may not be applied as one of the art history electives.

### **Athletic Training**

BIOL 100 is incorrectly included as a required cognate requirement. It is not a requirement; however, it can be a substitute for BIOL 102.

### **Chemistry**

#### **CHEM 141**

Prerequisite should include: restricted to majors in biology, chemistry, earth sciences and physics; and to minors in biochemistry and chemistry.

## COURSE CHANGES EFFECTIVE SPRING 2014

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### **ANTH (Anthropology)**

#### **ANTH 331 Political Anthropology**

Title changed to: *Power, Politics and Culture*; offered alternate years

### **ARTS (Art Studio)**

#### **ARTS 260 Graphic Design I**

Prerequisite changed to: *ARTS 130 and ARTS 104; or consent of instructor.*

### **AVSC (Aviation Science)**

#### **AVSC 107 Primary Flight I**

Prerequisite removed

### **CNGC (Counseling-General)**

#### **CNGC 500 Research and Evaluation**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

#### **CNGC 538 Group I: Theory and Process of Group Interaction**

Prerequisite changed to: *CNMH 528 or CNSC 528 or CNSA 528; or PSYC 509; and matriculation in the MEd or CAGS or postmaster's program in counseling or MA in Psychology program; or consent of instructor. Must be taken concurrently with CNGC 520.*

#### **CNGC 539 Introduction to: Career Counseling**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

#### **CNGC 563 Psychopharmacology for Non-Medical Professionals**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*



## **CNGC 582 Preventive Counseling**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

## **CNMH (Counseling-Mental Health)**

### **CNMH 528 Counseling Theories and Techniques for Mental Health Counselors**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNMH 532 Psychological Assessment**

Prerequisite changed to: *CNGC 500 and matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNMH 535 Applied Counseling: Adolescent-Adult**

Prerequisite changed to: *CNMH 528 and matriculation in the MEd or CAGS or postmaster's program in counseling*

### **CNMH 536 Applied Counseling: Pre-Adolescent**

Prerequisite changed to: *CNMH 528 and matriculation in the MEd or CAGS or postmaster's program in counseling*

### **CNMH 540 Substance Abuse Counseling**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNMH 564 Theories of Psychological Development**

Prerequisite changed to: *CNMH 528 and matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNMH 568 Psychopathology**

Prerequisite changed to: *CNMH 528 and matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

## **CNSA (Counseling-Student Affairs)**

### **CNSA 528 Counseling Theories and Techniques for Student Affairs**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

## **CNSC (Counseling-School)**

### **CNSC 515 Legal and Ethical Issues for School Counselors**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNSC 523 Psychological Development and Clinical Issues for School Counselors**

Prerequisite changed to: *CNSC 528, which may be taken concurrently; and matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNSC 524 Applied School Counseling**

Prerequisite changed to: *CNSC 528 and CNSC 516, which may be taken concurrently; and matriculation in the MEd or postmaster's program in counseling.*

### **CNSC 526 Consultation and Collaboration for School Counselors**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNSC 527 Special Education Issues for School Counselors**

Prerequisite changed to: *CNSC 516, which may be taken concurrently; and matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNSC 528 Counseling Theories and Techniques for School Counselors**

Prerequisite changed to: *Matriculation in the MEd or CAGS or postmaster's program in counseling; or consent of instructor*

### **CNSC 570 Advanced Applied Counseling: School Counselor (PreK-8)**

Prerequisite changed to: *MEd candidates- CNSC 528 and CNGC 529 and CNSC 516 and CNSC 524 and CNGC 539 and CNGC 538 and CNGC 520 and CNSC 515 and CNSC 724, all of which may be taken concurrently; and a pre-practicum application approved by the director of fieldwork. Post-master's candidates- CNSC 528 and CNGC 529 and CNSC 516 and CNSC 524 and CNGC 539 and CNGC*

*538 and CNSC 515 and CNSC 527, all of which may be taken concurrently; and a pre-practicum application approved by the director of fieldwork.*

**CNSC 571 Practicum: School Counselor (PreK-8)**

*Prerequisite changed to: CNSC 523 and CNSC 526 and CNSC 570; and a practicum application approved by the director of fieldwork*

**CNSC 580 Advanced Applied Counseling: School Counselor (5-12)**

*Prerequisite changed to: MEd candidates- CNSC 528 and CNGC 529 and CNSC 516 and CNSC 524 and CNGC 539 and CNGC 538 and CNGC 520 and CNCNSC 515 and CNSC 724, all of which may be taken concurrently; and a pre-practicum application approved by the director of fieldwork. Post-master's candidates- CNSC 528 and CNGC 529 and CNSC 516 and CNSC 524 and CNGC 539 and CNGC 538 and CNSC 515 and CNSC 527, all of which may be taken concurrently; and a pre-practicum application approved by the director of fieldwork.*

**CNSC 581 Practicum: School Counselor (5-12)**

*Prerequisite changed to: CNSC 523 and CNSC 526 and CNSC 580; and a practicum application approved by the director of fieldwork*

**CNSC 671 Practicum in School Counselor for Post-Master's (PreK-8)**

*Prerequisite changed to: CNSC 523 and CNSC 526 and CNSC 570; and an application approved by the director of fieldwork*

**CNSC 681 Practicum in School Counselor for Post-Master's (5-12)**

*Prerequisite changed to: CNSC 523 and CNSC 526 and CNSC 580; and an application approved by the director of fieldwork*

**COMM (Communication Studies)**

**COMM 290 Beginning Videography**

Prerequisite removed

**COMM 291 Video Editing**

Prerequisite removed

**COMM 334 Film, Video and Media Studies in Theory and Research**

Prerequisite changed to: *COMM 224 and COMM 229*

**COMM 337 Strategic Communication Theory and Research**

Prerequisite changed to: *COMM 224 and COMM 226*

### **COMM 362 American Public Address**

Prerequisite removed

### **COMM 390 Television Direction (Documentary)**

Prerequisite changed to: *COMM 215*

### **COMM 415 Advanced Television Production (Features)**

Prerequisite changed to: *COMM 290 or COMM 291*

### **COMM 493 Seminar in Communication and Culture**

Course approved to meet Core Curriculum requirement: *Writing Intensive (CWRT)*

## **COMP (Computer Science)**

### **COMP 151 Computer Science I**

Co-requisite of *COMP 143* added

### **COMP 340 Organization of Programming Languages**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-" and MATH 130*

### **COMP 345 Compiler Construction**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-" and COMP 340*

### **COMP 350 Operating Systems**

Prerequisite changed to: *COMP 206 and COMP 330 completed with a minimum grade of "C-"*

### **COMP 399 Topics in Computer Science**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-" and other prerequisite dependent on topic*

### **COMP 405 Introduction to: Database Systems**

Prerequisite changed to: *MATH 130 and COMP 330 completed with a minimum grade of "C-"*

### **COMP 426 2D Game Design**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-"*

### **COMP 430 Computer Networks**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-"*

### **COMP 435 Analysis of Algorithms**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-"*

### **COMP 436 Computer Graphics**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-"; and either MATH 120 or MATH 202*

### **COMP 442 Object-Oriented Software Engineering**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-"*

### **COMP 460 Introduction to: Robotics**

Prerequisite changed to: *COMP 330 completed with a minimum grade of "C-"*

### **CRJU (Criminal Justice)**

#### **CRJU202 Introduction to: Crime Theory**

Title changed to: *Crime Theory*

### **ECON (Economics)**

#### **ECON 410 Mathematical Economics I**

Prerequisite changed to: *ECON 101 AND ECON 102; or permission of instructor. Offered Spring semester.*

### **EDHM (Education High School, Middle School, PreK-12)**

#### **EDHM 424**

Prerequisite changed to: *EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and LASP 324 and admission to: the Professional Education Program*

### **GEOG (Geography)**

#### **GEOG 122 The Physical World**

Title changed to: *Global Physical Systems*

Course description change to: *This course uses a regional-based approach for studying interactions among the physical components of ecosystems. The course*

*content will center around three distinct but interrelated units of physical geographic study (i.e., climate and climate change, biogeography, soils) and application on regional projects.*

## **HIST (History)**

### **HIST 429 The French Revolution and the Napoleonic Era**

Course reactivated. Description: *France from the old Regime to the end of the First Empire. May be taken for graduate level credit. (3 credits)*

### **HIST 462 American Labor History**

Course description changed to: *This course covers the history of working people from the colonial period to: the present. Topics include the history of organized labor, informal action on the part of working people, economic and political reform on behalf of working people, and the social and cultural life of working people.*

## **LAXX (Languages)**

### **LASP 370 Patterns of the Spanish Language**

Title changed to: *Advanced Spanish Grammar*

Description changed to: This course provides an in-depth overview of Spanish grammar, including advanced syntax, morphology, and lexicon. This course is a requirement for Spanish majors planning on studying abroad. This course is conducted in Spanish. (Formerly 271 Patterns of the Spanish Language)

## **MATH (Mathematics)**

### **MATH 418 Introduction to: Operations Research**

Prerequisite changed to: *MATH 202 or consent of instructor*

### **MATH 596 Topics in Mathematics**

Course description changed to: *Topics are chosen from various areas of study in mathematics such as statistics, pure mathematics and applied mathematics. May be repeated up to: five times with different topics.*



## **MSED (Middle School Education)**

### **MSED 465 Strategies for Teaching Integrated Science – Middle School**

Prerequisite changed to: *EDHM 210 and EDHM 235 and EDHM 335 and EDHM 445 and admission to: the Professional Education Program.*

## **PHIL (Philosophy)**

### **PHIL 404 Mind and Language**

Title changed to: *Philosophy of Mind*

## **PSYC (Psychology)**

### **PSYC 493 Practicum: Peer Assisted Learning**

Title changed to: *Internship: Peer Assisted Learning*

### **PSYC 497 Research**

Repeat policy changed to: *May be taken for a maximum of twelve credits.*

### **PSYC 498 Clinical Practicum**

Title changed to: *Internship in Psychology*

Prerequisite changed to: *Consent of the department; formal application required*

### **PSYC 499 Directed Study in Psychology**

Course description has been changed to: *Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. This course may be taken twice for a maximum of six credits.*

## **SOCI (Sociology)**

### **SOCI 315 Race and Ethnicity in America**

Course approved to meet Core Curriculum requirements: *Social/Behavioral Science (CSOC) and Writing Intensive (CWRT)*

### **SOCI 353 Experiencing World Cities**

Course approved to meet Core Curriculum requirements: *Social/Behavioral Science (CSOC, Global Culture (CGCL), and Writing Intensive (CWRT)*

## **SPED (Special Education)**

### **SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8**

Prerequisite changed to: SPED 510 with a minimum grade of B or SPED 202 with a minimum grade of B or SPED 211 with a minimum grade of B; or consent of the program coordinator; and successful completion of all MTEL requirements for initial licensure in moderate disabilities PreK-8.

### **SPED 505 Applied Curriculum Development for Learners with Special Needs (5-12)**

Prerequisite changed SPED 510 with a minimum grade of B or SPED 202 with a minimum grade of B or SPED 211 with a minimum grade of B; or consent of the program coordinator; and successful completion of all MTEL requirements for initial licensure in moderate disabilities 5-12.

### **SPED 508 Strategies for Diversity**

Title changed to: Strategies for Diversity: Sheltered English Immersion Endorsement Course

Course description changed to: This course will provide students with techniques and strategies of curriculum design to: meet the needs of a diverse student body, inclusive of Sheltered English Immersion (SEI). It will investigate the many levels of culture defined within the macro culture of U.S. society and federal and Massachusetts laws and regulations as to: that instruction. In this course, students will be instructed as to: how to: effectively demonstrate knowledge of methods, resources, and materials for an inclusive classroom. Additionally, the course meets the requirements for Sheltered English Immersion (SEI) endorsement from the Massachusetts Department of Elementary and Secondary Education.

### **SPED 524 Curriculum Development for Learners with Severe Disabilities I**

Prerequisite changed to: SPED 202 or SPED 211 or SPED 510 with a minimum grade of B; or consent of the graduate coordinator.

Change in semester offered to: *Fall and Spring semesters*

### **SPED 525 Curriculum Development for Learners with Severe Disabilities II**

Prerequisite changed to: SPED 524 with a minimum grade of B and successful completion of all MTEL requirements for initial licensure in Severe Disabilities.

Change in semester offered to: *Fall and Spring semesters*

## NEW COURSES EFFECTIVE SPRING 2014

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### Art

#### **ARTS 337 Painting III**

(3 credits)

*Prerequisite: ARTS 104 Digital Imaging and Four-Dimensional Design and ARTS 125 Drawing I and ARTS 130 Two-Dimensional Design and ARTS 140 Three-Dimensional Design and ARTS 230 Painting I and ARTS 330 Painting II: Figure; and ARTH 103 Survey of Ancient and Medieval Art or ARTH 104 Survey of Art from the 14<sup>th</sup> Century to the Present*

This course provides an in-depth investigation of abstraction, collage and color as they apply in painting. It is an opportunity for students to explore concepts and theory of visual abstraction through pictorial unification. *An additional fee of approximately \$40 is required.*

### Aviation Science

#### **AVSC 210 Aviation Weather**

(3 credits)

*Prerequisite: AVSC 110 Aviation Science I; or private pilot certificate; or consent of instructor*

This course enhances the basic weather theory introduced in primary flight theory courses and makes a comprehensive examination of how to evaluate and interpret the many different types of weather products and services available from the National Oceanic and Atmospheric Administration. The student will learn each of the major weather products designed for aviation use and how best to use and integrate them for aeronautical decision-making and flight planning. *Offered once per year.*

#### **AVSC 410 Aviation Safety Management Systems**

(3 credits)

*Prerequisite: AVSC 310 Aviation Safety or consent of instructor*

Knowledge of Safety Management Systems is required by the FAA for air carriers, airports and other certificate holders. This course is designed to teach the student the essential components of a Safety Management System, the quality management underpinnings of SMS, and the methods required to integrate modern safety risk management and safety assurance concepts into standardized, proactive systems. *Offered once per year.*

## **Education (High School, Middle School, PreK-12)**

### **EDHM 336 Foundations in Sheltered English Immersion: The Education and Assessment of Diverse Populations**

(3 credits)

*Prerequisite: EDHM 335 Assessment and Planning, may be taken concurrently*

This course addresses current educational and legal requirements for serving English Language Learners (ELL) and other diverse learners in P-12 school settings. Topics include research-based protocols, methods and strategies to integrate subject area content for teaching children and adolescents in the process of acquiring proficiency in a second language. Focus is on SEI; however, comparison and evaluation of various types of language education models, such as English as a Second Language (ESL) and bilingual instruction, are examined. This course meets a Massachusetts Department of Elementary and Secondary Education requirement that leads to Sheltered English Instruction (SEI) endorsement for initial teaching license and/or Administrative licensure.

## **Interdepartmental**

### **INTD 251 Social Justice Residential**

(3 credits)

*Prerequisite: INTD 150 First Year Service Learning Community*

This course will offer students an understanding of the dynamics of oppression and social inequity generally and as applied to specific social justice issues. Students are required to be a member of the Social Justice Residential Learning Community to enroll in this course. Students will gain knowledge of social justice movements past and present. Social consciousness and self-awareness will be explored. Students will learn the skills necessary to become leaders among their peers in social justice action. Facilitated discussion, films, small group exercises, role plays and guest speakers will be utilized to enhance the learning environment. (CMCL) *Offered fall semester.*

## **Physical Education**

### **PHED 184 Vinyasa Yoga**

(1 credit)

This course will provide introductory experiences in synchronizing traditional Hatha yoga poses with breath, resulting in an active, flowing style of yoga called Vinyasa. In this course, an emphasis will be placed on engagement in various Vinyasa yoga sequences as well as an introduction to basic yogic philosophy and breathing techniques to complement the physical practice. *Offered once per year.*

## **PHED 288 Competitive Weightlifting**

Students will learn the details of competitive weightlifting. Participants will learn the aspects of program design, training methods, volume and intensity rational, as well as the rules and regulations of competition. The students will attend a sanctioned competition either as a coach or a participant.

## **Sustainability**

### **SUST 101 Sustainability Innovation and Leadership**

(3 credits)

This course in sustainability introduces students to foundational theory, history, ethics, and policy making tied to social, environmental and economic sustainability. The interdisciplinary course provides insight into the work of key leaders, scholars, and organizations guiding sustainable change.

Additionally, the course offers students the opportunity to develop their own leadership through the creation of a sustainability-focused service project plan. *Offered once per year.*

### **SUST 400 Capstone in Sustainability**

(1 credit)

*Prerequisite: SUST 101 Sustainability Innovation and Leadership*

This is the concluding course for the Sustainable Innovation and Outreach minor. The course focuses on developing action leaders in sustainability through improving their management, outreach and educational skills. This course introduces students to sustainable development, planning, decision-making tools and assessment tools tied to sustainability. *Offered once per year.*

### **SUST 495 Project Study in Sustainability**

(2 credits)

*Prerequisite: SUST 101 Sustainability Innovation and Leadership; junior or senior standing with no fewer than nine elective credits completed*

*Co-requisite: SUST 400 Capstone in Sustainability*

Students will work with a mentor in sustainability to create and complete a project that demonstrates their knowledge in sustainability. The project is designed, with the help of the faculty mentor, to provide service, outreach and education to the community, while developing career skills tied to the student's minor and major areas. Students will present their final projects to the college community and share outcomes with team members. *Offered once per year.*

## **Theater Arts**

### **THEA 147 Musical Theatre Performance**

(3 credits)

*Prerequisite: Students must audition to participate in the practicum.*

Credit is awarded for 60 or more hours per semester of rehearsal and performance time in a major musical theatre production. This course may be repeated five times for a maximum of six credits.

Graded on a (P) Pass/(N) No Pass basis. *Offered once per year.*